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| **Focus Awards Level 3 Diploma Practitioner in Personal Training Practical Observation Form** |

Level 2 & Level 3 practical observation requirements

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| **Task** |
| Plan a safe and effective personal training session and record full length of practical session. Making sure you meet all the outcomes below. The student is to plan a 60 minute session ensuring their session includes all the skill test elements detailed in the table. Although you are instructed to complete a 60-minute session you may go over this time frame if you are demonstrating all competencies. |

For the practical evidence the assessor may score you out of a key of five.

1. **Excellent 2. Good 3. Satisfactory 4. Poor 5. Unsafe**

You may achieve any domination on each criteria ranging of 1 to 4. However, if you achieve a 5 on any category you fail the entire assessment. If a student fails a particular criteria and the assessor deems appropriate, the assessor may prompt or ask questions at the end of the session to clarify the student’s understanding.

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| **Candidate’s Names:** |  | **Assessor Name:** |  |

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| **Date:** |  | **Venue:** |  |

The session must contain three elements of cardiovascular training, completed on at least two different pieces of cv equipment.

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| **Competency** | **Exercise** | **Score** |
| **Warm up** |  |  |
| **Main CV** |  |  |
| **Cool down (at the end of the session)** |  |  |

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| **The student must provide demonstrations and appropriate coaching points to their client.** |

The session must also include four fixed resistance exercises. These can be four variations of an exercise on one piece of equipment.

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| **Competency** | **Exercise** | **Score** |
| **Fixed resistance one** |  |  |
| **Fixed resistance two** |  |  |
| **Fixed Resistance three** |  |  |
| **Fixed resistance four** |  |  |

The session must also include four free weight resistance exercises. These can be four variations of an exercise using one piece of equipment, eg. dumbbells.

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| **Competency** | **Exercise** | **Score** |
| **Free weight resistance one** |  |  |
| **Free weight resistance two** |  |  |
| **Free weight Resistance three** |  |  |
| **Free weight resistance four** |  |  |

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| **Within the above competencies did the student:** | |  |
|  | **Score** | **Confirmed with any additional questioning?** |
| Demonstrate exercises that are technically correct and at the correct speed (with safe and effective alignment of exercise positions)? |  |  |
| Provide clear and accurate instructions and explanations to the client? |  |  |
| Communicate as appropriate to client needs and the environment? |  |  |
| Adopt appropriate positions to observe clients and respond to their needs? |  |  |
| Monitor the safety and intensity of exercise? |  |  |
| Provide feedback and instructing points which are timely, clear and motivational? |  |  |
| Adapt exercises with suitable progressions and regressions according to client needs? |  |  |
| Present a positive image of self and organisation to clients? |  |  |
| Establish an effective working relationship with clients? |  |  |
| Communicate with clients in a way that makes them feel valued? |  |  |
| Use motivational styles appropriate to the client and the exercise format? |  |  |
| Demonstrated safe and effective lifting and passing techniques appropriate to the exercise (including dead lifting the barbell safely from the floor and spotting)? |  |  |
| Managed the timings of the session effectively? |  |  |
| Check the information is accurate and up to date. |  |  |
| Successfully induct new clients |  |  |
| Select gym-based exercises that will help clients to develop:  • cardiovascular fitness  • muscular fitness  • mobility  • motor skills  functional fitness to support ‘activities of daily living’ |  |  |
| Plan realistic timings and sequences for exercise |  |  |
| Record programme plans in an appropriate format |  |  |
| Recommend other activities which enhance health and fitness to compliment gym-based programmes |  |  |
| Prepare self to supervise gym-based exercise |  |  |
| Select equipment for gym-based programmes as appropriate to client needs |  |  |
| Prepare the environment and equipment as appropriate to client needs |  |  |
| Demonstrate the ability to work with colleagues and customers to ensure that routine maintenance and cleaning tasks are undertaken in line with the facility’s daily cleaning schedule. |  |  |
| Help clients feel welcome and at ease |  |  |
| Perform pre-exercise verbal screens for physical activity readiness |  |  |
| Perform pre-exercise verbal screens for physical activity readiness |  |  |
| Explain the purpose and value of the exercises, including warm-up and cool-down |  |  |
| Describe the exercises, including their physical and technical demands |  |  |
| Confirm or revise plans with clients as appropriate |  |  |
| Advise clients of the facility’s emergency procedures |  |  |
| Use warm up activities that are safe and effective for the clients |  |  |
| Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions) |  |  |
| Communicate as appropriate to client needs and the environment |  |  |
| Use appropriate and effective coaching models to deliver gym-based exercises |  |  |
| Adopt appropriate positions to observe clients and respond to their needs |  |  |

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|  | **Score** | **Confirmed with any additional questioning?** |
| Monitor the safety and intensity of exercise |  |  |
| Provide feedback and instructing points which are timely, clear and motivational |  |  |
| Adapt exercises with suitable progressions and regressions according to client needs |  |  |
| Allow sufficient time to end the session according to clients’ level of experience |  |  |
| Use cool down activities that are safe and effective for the clients |  |  |
| Give the clients an accurate summary of feedback on the session |  |  |
| Give the clients the opportunity to:  • reflect on the session  • ask questions  • provide feedback  • identify further needs |  |  |
| Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision. |  |  |
| Leave the environment in a condition acceptable for future use |  |  |
| Present a positive image of self and organisation to clients |  |  |
| Establish an effective working relationship with clients |  |  |
| Use motivational styles appropriate to the client and the exercise format |  |  |
| Demonstrate how to apply the key principles of acute exercise programme design for resistance and cardiorespiratory training sessions. |  |  |
| Establish a rapport with the client |  |  |
| Explain own role and responsibilities to clients |  |  |
| Show sensitivity and empathy to clients and the information they provide |  |  |
| Treat confidential information correctly |  |  |
| Demonstrate a range of techniques to effectively communicate and engage with clients |  |  |
| Agree with clients their needs and readiness to participate |  |  |
| Ensure the components of fitness are built into the programme.  Practically demonstrate different training methods.  Interval  Fartlek  Pyramid sets |  |  |
| Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned |  |  |
| Identify goals and exercises/physical activities that need to be redefined or adapted |  |  |
| Agree adaptations, progressions or regressions to meet clients’ needs to optimise achievement |  |  |
| Identify and agree any changes to resources and environments with the client |  |  |
| Introduce adaptations in a way that is appropriate to clients and their needs |  |  |
| Record changes to programme plans to take account of adaptations |  |  |
| Monitor the effectiveness of adaptations and update the programme as necessary |  |  |
| Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary |  |  |
| Use motivational styles that:  • are appropriate to the clients  • are consistent with accepted good practice |  |  |
| Explain the purpose and value of a warm-up to clients |  |  |
| Provide warm-ups appropriate to the clients, planned exercise and the environment |  |  |
| Make best use of the environment in which clients are exercising |  |  |
| Provide instructions, explanations and demonstrations that are technically correct, safe and effective |  |  |
| Adapt verbal and non-verbal communication methods to make sure clients understand what is required |  |  |
| Provide coaching communication which focuses upon positive reinforcement of performance |  |  |
| Ensure clients can carry out the exercises safely on their own |  |  |
| Analyse clients’ performance, providing positive reinforcement throughout |  |  |
| Correct techniques at appropriate points |  |  |
| Progress or regress exercises according to clients’ performance |  |  |
| Use appropriate objective and subjective methods to evaluate and modify exercise intensity |  |  |
| Allow sufficient time for the closing phase of the session |  |  |
| Explain the purpose and value of cool-down activities to clients |  |  |
| Select cool-down activities according to the type and intensity of physical exercise and client needs and condition |  |  |
| Provide clients with feedback and positive reinforcement |  |  |
| Explain to clients how their progress links to their goals |  |  |
| Leave the environment in a condition suitable for future use |  |  |
| Identify:   * how well the sessions met clients’ goals * how effective and motivational the relationship with the client was   how well the instructing styles matched the clients’ needs |  |  |
| Identify:   * how well the sessions met clients’ goals * how effective and motivational the relationship with the client was   how well the instructing styles matched the clients’ needs |  |  |

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| **Assessor feedback** |
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