

A Guide to completing the LAP (GYM) Level 2

Welcome to the Boffit PT Academy Learner Achievement Portfolio. The LAP will guide learning throughout the PT Diploma. Everything a learner needs to know is in this easy to follow document and we are available to support the learner journey and feedback on completed LAPs at team@boffit.co.uk

Getting Started:

It is best practice to download the LAP onto desktop and edit answers from a PC or Laptop using the latest version of adobe reader or preview applications. Don't forget to save your work at regular intervals.

This will enable the learner to easily send the LAP via email to their tutor support for review and feedback. Units 1-6 on the AIQ learner platform will be your main source of information for Level 2.

If a learner prefers to print and complete the LAP using traditional writing skills then please use a ballpoint pen, DO NOT USE PENCIL as this will not pass the verification process and may cause delays in being certified.

Please sign the LAP on page 4 in the learner declaration.

Declaration	Name	Signature	Date
Learner's agreement: I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this. I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.			

Top Tip 1:

When completing the LAP the learner should take a look at the marks awarded per question.

3 marks (minimum 2 marks)

If 3 marks are awarded make sure the answer has 3 parts to it. The minimum mark is required to pass the question.

Top Tip 2:

If there is an empty box - fill it in!

Complete Worksheet:

Know how to support clients who take part in exercise and physical activity , pages 5-6; total 8 marks.

8 questions requiring a short sentence to demonstrate learner understanding of the benefits of a positive trainer client relationship.

Complete Worksheet:

Client Interview, pages 7-9; total 15 marks.

The learner should ideally use a real person – A family member or friend throughout this section. They will not have to complete any of the practical's unless you wish to use them for your observed practical session.

To calculate BMI take the weight in kilograms and divide by the height in metres and then divide by the height in metres again.

E.g. if a client weighs 70kg and is 1.75m tall, divide 70 by 1.75 – the answer is 40

Then divide 40 by 1.75 – the answer is 22.9

Their BMI is 22.9kg/m²

Once calculated, BMI can be classified by using a BMI chart or the classification table below.

BMI classification should be added along with the client score to demonstrate learner understanding.

Body Mass Index (kg/m ²)	Classification
less than 18.5:	underweight
18.5 - 24.9:	normal weight
25 - 29.9:	overweight
30 - 34.9:	class I obese
35 - 39.9:	class II obese
40 upwards:	class III obese

Goal Setting with SMART Goals

When setting out goals the learner will need to work with a client and collect information in order to agree appropriate Short term, Medium term and Long term SMART Goals

SMART requirements:

Specific - The goal must be clear and concise

Measurable - There must be a way of clearly comparing start and finish points

Achievable - Both parties need to be in agreement that the goal is achievable based on the client's current starting position

Realistic - The specific objective must be attainable within the time frame set for that client (e.g. Kate Moss probably would struggle to lose 8lbs in 8 weeks)

Timed - An exact, agreed amount of time must be set to focus efforts (e.g. In 6 weeks or by 1st May 2018)

When planning SMART goals it is important that the learner understands the two types of goals to plan.

1. Process Goals - these types of goals have a measure, which can be related to the process of completing something (e.g. 3 times per week exercise for 40 minutes). They are easy to set measures, easy to follow and success can be seen as you go along (e.g. you know if you have done 2/3 sessions for the week that you are nearly there).

2. Outcome goals - these types of goals are related to an outcome or end product (e.g. lose 3lbs, lose an inch off your waist). Outcome goals are often set and then the measures are not related to the specific outcome (the most obvious is when someone asks to lose weight, a trainer measures success by weight loss. The client begins training and puts on half a stone due to increased muscle and feels like they have failed).

The learner will need to include 3 SMART Goals (Short, Medium and Long). The goals recorded must show how they meet all of the S.M.A.R.T requirements in one sentence, for example,

Specific - *“My client wants to lose 8lbs in 8 weeks”*

Measurable - The client’s progress can be measured in relation to this goal by recording her body weight on a weekly basis, before the final training session of each week on a Friday morning.

Achievable - This goal is manageable within the designated time frame as it allows for a safe weight loss of 1lb per week

Realistic - Again this is a realistic goal for appropriate weight loss in the allocated time

Timed - The goal has been set for 8 weeks time

Example of a Short Term & Long Term SMART Goal:

The SHORT TERM SMART Goal (One Sentence)

To attend the Gym 3 times a week for the next 6 weeks

S
PECIFIC

The goal is specific as it clearly states that they will attend the gym 3 times per week

M
EASURABLE

The goal is measurable as it can be monitored with an activity log

A
CHIEVEABLE

The goal is achievable as my client has said they can find three hours a week to train as a minimum and they already attend once a week

R
EALISTIC

The goal is realistic as it is an increase in the current activity and is realistic as the client has the ability to attend

T
IMEBOUND

The goal has a clear deadline of 6 weeks

The LONG TERM SMART Goal (One Sentence) To drop a dress size from a size 16 to a size 12 in 12 months ready for 50th birthday party on the 25th May	
S PECIFIC	The goal is specific as it clearly states the client will drop from a Size 16 to a Size 12 dress
M EASURABLE	The goal is measureable as the client will either be able to fit into a size 12 dress by her birthday party or not
A CHIEVEABLE	The goal is achievable as it is dropping 3 dress sizes in a yearlong period which is gradual weight loss through activity and nutrition
R EALISTIC	The goal is realistic as it is a gradual decrease which will be achieved through the clients lifestyle changes to nutrition and activity
T IMEBOUND	The goal clearly states 12 months at the 25 th May

Complete Worksheet:

Health, safety and welfare in a fitness environment, Total 69 Marks, pages 10 -15.

Top Tip 3: Question 8:

All special populations must complete a PARQ, under 18's must have a parental signed PARQ to consent to attending gym sessions and other special populations may need a GP referral letter. Instructors should never work 1:1 with young adults or children and should not plan periodised programmes for any special population. Always refer to a specialist if the client need outweighs what you are qualified to deliver.

Complete worksheet:

Planning gym-based exercise, pages 16-19, total 35 marks.

Top Tip 4:

When planning circuits give consideration to the size and ability of the group before considering space and equipment required.

LEARNERS SHOULD NOT COMPLETE THE PROFESSIONAL DISCUSSION – PLANNING GYM – BASED EXERCISE pages 20 & 21.

Complete Worksheet:

Physical activity readiness questionnaire (PAR-Q), pages 22 & 23 with the client, they must sign page 23.

Complete Worksheet:

Programme card and session plans in full,

Top Tip 5:

Only use exercises from the lift list on page 42 – WARNING: LEARNERS SHOULD NOT OVER COMPLICATE THIS PART AS IT MAYBE MARKED DOWN. Do not use your own or slang terminology i.e.: Skull Crushers

Unit 5 – Planning Gym Based Exercise: Programme Card, Pages 26 - 30

Learners are required to plan a 45-60mins session for their client. The Programme needs to be completed in full by the learner and include the following:

Safety check requirements, special arrangements or adaptations to be made to the session, the equipment/activities to be used in the warm up, main CV, fixed, free-weight and body- weight resistance components, cool down and cool down stretch components.

A balanced programme and sequencing of the exercises that are appropriate to the clients needs

3 types of CV exercise (warm up, main CV and cool down), 4 types of fixed resistance exercises, 4 types of free-weight exercises & 3 body weight exercises.

The timings of the components including the chosen workloads/target training zones for the CV components i.e.- 8-10 KPH, RPE 6-8 and the allocated sets/reps for the resistance components i.e. 2 x 12

The key teaching points for each of the chosen exercises (3-4 specific teaching points for the exercise) Diagrams for all stretch components

NB: The learners can select any type of client, ensuring that the planned programme is appropriate to their needs. There are no requirements stated that the learners must use an inexperienced or un-conditioned client for their summative observation

Three primary types of muscular fitness training

- • Muscular endurance
- • Muscular hypertrophy
- • Muscular strength

To achieve each set objective the programme planning and exercise prescription will be different

Training goal	Strength	Hypertrophy	Endurance
Intensity	High	Moderate	Low
Load as % of 1 RM	>85% of 1 RM	67-85% of 1 RM	<67% of 1 RM
Repetitions	1-5 repetitions per set	6-12 repetitions per set	12+ repetitions per set
Recovery time between sets	3-5 minutes' rest between sets	1-2 minutes' rest between sets	30-60 seconds' rest between sets
Sets per exercise	2-6 sets per exercise	3-6 sets per exercise	2-3 sets per exercise
Frequency per muscle group	1-2 per week per muscle group	1-2 per week per muscle group	2-3 per week per muscle group

Baechle and Earle, 2000

How do we train cardiovascular fitness?

Frequency	Three to five days a week.
Intensity	Moderate to vigorous intensity. <ul style="list-style-type: none"> •Moderate: 50-65% of MHR or 5 - 6 RPE. •Vigorous: 65-90% of MHR or 7 - 9 RPE.
Time	20-30 minutes or up 60 minutes of continuous or intermittent activity. <ul style="list-style-type: none"> •Moderate intensity: 30 minutes, which can be accumulated •Vigorous intensity: 20 minutes sustained.
Considerations	Untrained or deconditioned individuals will need to work towards these recommendations

RPE Scale	Rate of Perceived Exertion
10	Max Effort Activity Feels almost impossible to keep going. Completely out of breath, unable to talk. Cannot maintain for more than a very short time.
9	Very Hard Activity Very difficult to maintain exercise intensity. Can barely breath and speak only a few words
7-8	Vigorous Activity Borderline uncomfortable. Short of breath, can speak a sentence.
4-6	Moderate Activity Breathing heavily, can hold short conversation. Still somewhat comfortable, but becoming noticeably more challenging.
2-3	Light Activity Feels like you can maintain for hours. Easy to breathe and carry a conversation
1	Very Light Activity Hardly any exertion, but more than sleeping, watching TV, etc

Planning gym-based exercise

Unit accreditation number: F/600/9018

Programme card

Safety checks required: (detail checks carried out and any subsequent action taken) All equipment is present and in good working order		Any special arrangements or adaptations to be made: (in response to available time, equipment or facilities, or clients present on the day) Client has no physical limitations and ready to train	
Location of nearest telephone: gym office Duty first aider: club manager		Location of nearest first aid kit: gym office	
Warm up: (appropriate stretches listed overleaf)			
CV equipment / activity:		Workload / target training zone:	
Time:		Teaching points:	
1. Cross Trainer	5-6 min	5-6 RPE & 50-60% MHR	1. three points of contact to get on/off 2. get on lower plate first 3. rotate arms & feet 4. use combination of resistance and speed to measure MHR or talk test to measure RPE
Main CV component:			
CV equipment / activity:		Workload / target training zone:	
Time:		Teaching points:	
2. Rowing Machine	20 min	6-7 RPE & 60-70% MHR for beginner 7-8 RPE & 70-80% MHR for advanced	1. point out that seat is moving 2. feet should be placed properly with the belt over shoe laces 3. check appropriate resistance 4. leg-arm-arm-leg technique 5. start with breathing in and breathe out when bringing bar towards sternum 6. do not lock knees

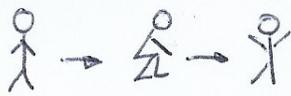
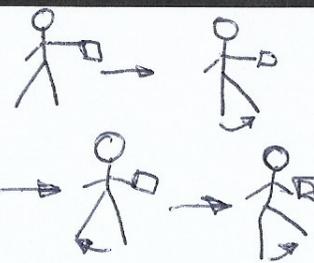
Main resistance training section fixed resistance machines:

Exercise:	Equipment:	Sets / reps:	Teaching points:
<p>1.</p> <p>Lat Pull</p>	<p>Lat Pull Machine</p>	<p>I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 67% of 1RM III. Working at 2-1-2 pace</p>	<p>1. seat with legs at 90 degrees angle 2. pads supporting knees 3. wide arm grip 4. gently lower into starting position 5. breath in and pull down with an exhale bringing bar to the chest, squeeze shoulder blades 6. look at the cable when moving up/down</p>
<p>2.</p> <p>Chest Press</p>	<p>Chest Press Machine</p>	<p>I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 67% of 1RM III. Working at 2-1-2 pace</p>	<p>1. seat with legs at 90 degrees angle 2. adjust range as needed and use palms to press weight away from the body 3. elbows up with force going through the forearms 4. deep breath in before start 5. push away with an exhale and return with control 6. head against the pad</p>
<p>3.</p> <p>Leg Press</p>	<p>Leg Press Machine</p>	<p>I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 67% of 1RM III. Working at 2-1-2 pace</p>	<p>1. seat with legs propped up onto plate at 90 degrees angle and shoulder width apart 2. deep breath in before start 3. push through the heels with an exhale 4. return with control 5. head against the pad 6. do not lock knees</p>
<p>4.</p> <p>Shoulder Press</p>	<p>Shoulder Press Machine</p>	<p>I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 67% of 1RM III. Working at 2-1-2 pace</p>	<p>1. seat with legs at 90 degrees angle 2. adjust range as needed and use palms to press weight away from the body 3. deep breath in before start 4. push away with an exhale and return with control 5. head against the pad</p>

Main resistance training section free weights:			
Exercise:	Equipment:	Sets / reps:	Teaching points:
1. Deadlift	- weight bar - plates - Safety clips	I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 60-70% of 1RM III. Working at 2-1-2 pace	- feet shoulder width apart - bar to shins thumb length away - 3 ways to hold: neutral/supine/mixed - start in squat, engage gluts, lift to stand - exhale on the way up - return with engaging quads, then gluts as bar reaches knees
2. Single Arm Row	- bench - dumbbell	I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 60-70% of 1RM III. Working at 2-1-2 pace	- put weights down with an inhale - knee & arm on the bench (same side) - neutral spine - weight in hand and exhale on the way up - dumbbell top chest with elbow at 90 degrees - repeat same on the other side
3. Triceps Kickback	- bench - dumbbell	I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 60-70% of 1RM III. Working at 2-1-2 pace	- knee & arm on the bench (same side) - neutral spine - arm at chest level with dumbbell - exhale on the way up - raise dumbbell backwards to horizontal position - repeat same on the other side
4. Biceps Curl	- barbell	I. 12/15 reps in 2/3 sets with 45 sec rest between sets II. Working out 1RM and then working at 60-70% of 1RM III. Working at 2-1-2 pace	- feet shoulder width apart - soft knees, elbows locked in - lift bar hips to shoulder with an exhale

Body weight exercises:			
Exercise:	Equipment:	Sets / reps:	Teaching points:
1. Push Ups	Floor Mat	10 reps for 3 sets with 45 secs rest in between	<ul style="list-style-type: none"> - hands shoulder width apart - equal pressure from pinkie to thumb - feet together - hips/shoulders/ankles in straight line - lower on inhale for 2 counts, pause, lift on exhale
2. Ab Crunch	Floor Mat	10 reps for 3 sets with 45 secs rest in between	<ul style="list-style-type: none"> - lie flat on the back with knees bent - imaginary tennis ball under the chin - hands on thighs - lift on exhale hands to knees
3. Back Extension	Floor Mat	10 reps for 3 sets with 45 secs rest in between	<ul style="list-style-type: none"> - lie on the floor face down - feet together - hands bent towards ears - rise shoulders & chest on exhale
Cool down: (appropriate stretches listed below)			
CV equipment / activity:	Time:	Workload / target training zone:	Teaching points:
Treadmill	5-6 min	60-50% MHR & 6-5 RPE	<ol style="list-style-type: none"> 1. machine is off and belt is not moving 2. step onto the belt from the back 3. attach safety clip 4. start machine 5. keep yourself between side bars 6. maintain heel to toe action with arms swinging 7. incline at 1.5 with speed at 4 MPH replicates outdoor walk

Warm up stretches (diagram and time to be held):

<p>Dynamic x 3</p> <ol style="list-style-type: none"> 1) Squat & Overhead reach 2) Lunge Rotation 3) Leg Swing <p>10 reps Each</p>				

Cool down stretches in addition to above (diagram and time to be held):

<ul style="list-style-type: none"> • Static Progressive • Developmental <p>- 10/15 secs @ point of tension → deep breath, exhale & deepen the stretch</p>	<p>Tricep stretch</p> 	<p>Bicep stretch</p> 	<p>child pose</p> 	<p>Quad/Hamstring</p> 
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Unit 5 – Planning Gym Based Exercise: Sessions Plans, pages 31-34

A single session plan must be completed for each of the following.

1. Cardiovascular equipment exercise (main component)
2. Resistance machine lift,
3. Free weight lift
4. Body weight exercise

Learners must select **one** exercise from each section and they must be **chosen from their original programme card**.

The session plans for the 4 selected exercises should detail:

- The allocated Reps & Sets/Timings/expected RPE levels
- The Exercise & Muscle Group/s
- The Teaching Points
- Appropriate exercise alternatives

Appropriate adaptations for each of the following population groups:

- **14-16 age range,**
- **Older adults,**
- **Pre and post-natal clients and**
- **Disabled clients**

Active IQ specify that Learners must select a different form of disability for each of their 4 session plans and then explain how their chosen exercises would be adapted to meet those client's needs.

Top Tip 6:

Learners are to be guided away from recording exercise adaptations such as:

- Reduce weight
- Reduce the ROM
- Reduce/ increase REPs

Learners must show that they have the appropriate knowledge and skills, to be able to modify the existing exercises, in line with their client's physical state/conditions

Learners should give a rationale as to WHAT the changes are and WHY they have chosen them

Example Session Plan:

Timings / intensity	Exercise / muscle group	Teaching points	Alternatives	Adaptations for
<p>25mins @70-80%MHR RPE 7-8 Maintain 60-70RPM</p>	<p>Upright Bike</p> <p>Muscles Used: - Quadriceps - Hamstrings - Gastrocnemius</p>	<p>Set the seat to hip height Maintain alignment between ankle, knees and hips Keep the chest lifted Keep knees soft on extension</p>	<p>Cross Trainer Treadmill</p>	<p>14-16 age range: Reduce the duration of the re-warm up and cool down component and give regular water breaks. This is because this age range is prone to overheating.</p> <p>Older adults Use the recumbent bike so that the clients back is supported. Increase the re-warm and cool down components to ensure that the joints are gradually warmed/cool down due to a decrease in mobility/range of movement.</p> <p>Pre and postnatal clients: Recumbent bike could be used as the clients centre of gravity has changed and this will give the client more support. Also, introduce regular water breaks as the clients body temperature will have increased already and therefore could be prone to overheating.</p> <p>Disabled clients (blind) The client will need assistance onto and off of the equipment as well as around the gym. Clear Verbal cues and instructions will be required.</p>

Reps/Sets	Exercise / muscle group	Teaching points	Alternatives	Adaptations for
<p>2x 12-15 reps 60-65% 1RM 45 secs rest between sets.</p>	<p>DB Flies Pectorals</p>	<p>Lay supine on the bench Elbows and wrists are in line Elbows flexed Maintain alignment between shoulders, elbows and wrists Inhale on the downward phase and exhale on the upward phase. Feet flat on the floor.</p>	<p>Pec Dec machine Pec Flye machine DB bench press</p>	<p>14-16 age range Change to a free weight version of the exercise if the machine is set up for adults. Alternatively provide a step for the feet to rest on so a stable base and correct alignment are achieved.</p> <p>Older adults Provide a spotter to assist with the exercise to ensure that perfect form is maintained if motor skills have decreased.</p> <p>Pre and postnatal clients Pec Dec/Pec flye machine to be used to ensure that the client is not in a supine position.</p> <p>Disabled clients (hearing impaired) Give clear visual instructions and physical demonstrations. May need to use a 'hands on' approach if the client does not understand.</p>

Practical Assessment:

Pages 35 – 40 are to be completed with your Assessor at your level 2 workshop, once the learner has reached this stage they are ready to hand in the completed LAP and book onto the next Level 2 workshop dates.

