

Observation report on programme delivery

Training Provider Name: 21st Century Personal Training School	EuropeActive Membership/ Centre Number:	Date: 28th February 2026
Country and venue: Sweden – Gothenburg – Fit4Fight Gym	Tutor Name: David Samuyiwa	
EuropeActive Discipline & Qualification Code: Personal Trainer (EQF Level 4)	Verifier Name: Pete Davies	
Start/end time of observation in Swedish timeline: 09:30hrs – 11:30hrs 12:30hrs – 15:30hrs	 Verifier Signature:	
Details of the teaching observed:		
09:30hrs – 11:30hrs – Programme building and planning		
12:30hrs – 15:30hrs – Commonly used resistance training systems and the art of Personal Training		
Students (include any details that may have an impact on the programme delivery) Consider and make comment on the language being used for the programme delivery.		
Notes: The lesson was delivered face to face by David in English and Swedish. There were 12 students in attendance consisting of 4 males and 8 females.		
<u>Learning Environment</u>		
Size/layout of the room appropriate to stimulate learning?		
Adequate student/tutor resources to facilitate learning?		
Learning resources of sufficient/professional quality?		
Learning materials meet the needs to stimulate the students?		
Health and Safety requirements in place, including appropriate heating/light/ventilation?		
If observed were the students/tutor punctual and a register taken?		
Notes: The gym area and layout with the equipment was suitable for the delivery and practice of the exercises, both individually and in pairs/groups. The equipment was of a high standard and planned into the layout to minimise any potential risks, and before the lessons started. Preparation of the gym area was set up in advance of the days lessons and adapted to suit the type of delivery of the lesson throughout the day. All the students, attending for the day were punctual, both at the start of the day and on return from the midday lunch break.		

Planning & Delivery of session

Lesson plan in place with clear aims/objectives and consolidation methods?

Lesson plan accounted for different learning styles?

Tutor sequence and pitch the session appropriately for the students?

Session content in line with the required standards and syllabi?

Range of different learning methods used in line with the plan?

Students encouraged to participate and be engaged throughout the session?

Students encouraged to take responsibility for their learning?

Constructive feedback reinforced the learning experience?

Notes:

David went through the details of the assessments that the students will be marked on, both theory (online) and practical through either video submission or on a 'live' face to face basis. The first part of the lesson included outlining the studies and requirements for the exam assessments. He opened up the lesson to comments from the students and questions. David was very clear in his role as an assessor/invigilator for these assessments and provided the appropriate guidance to the students.

The session continued with David providing guidance and support on the value and evidence involved in programme building and planning from beginner to advanced clients and involving various weight equipment such as Kettlebell, Olympic Bar, bodyweight, dumbbells.

The lesson was pitched at the correct level for the students and in line with the required standards and to the planned syllabus. To ensure the students understanding of the lesson objectives, David frequently opened out all his questions to the group, rather than to individual students and gave constructive feedback where required.

Throughout the practical session, David recording notes on a whiteboard and providing evidence and rationale behind the decisions and where alternatives/adaptations can be made.

With the students working in pairs, planning an exercise programme in a set time, David gave clear instructions on time limits and the art of planning the set up of the PT session prior to the clients' attendance. He emphasised the need for adhering to tight deadlines and for respect to the client and their availability, depending on lifestyle, work, family life etc.

David gave advice on his experience and knowledge in the art of communication and demonstrating own personality to the client and providing the time for them, including continued communication, coaching and eye contact.

Following on from a full discussion with the students, David ensured all students were involved, questions and discussions to establish the rationale behind the programme planning decisions were noted and recorded where required. The notes made and encouraged by David, provided the basis of the feedback with examples of the benefits for using specific equipment for set exercises. Overall, a very interactive session of significant benefit to the students.

The lessons continued with resistance training methods and their make-up, with the students then planning and delivering their resistance training methods whilst working in pairs.

This lesson delivered by David covered the art of instructing and demonstrating exercises to and with the client, ensuring body language is appropriate and providing value in time and energy to the client. Handling of weights and how to hand weights to their clients, ensuring minimal risks are taking when with

the client in the gym, ensuring client is not left alone with a piece of apparatus and/or weight. The art of demonstrating, the art of spotting, when it is right to spot, to provide 'hands on' assistance to the client, subjects also covered in the lesson.
The entire lesson was being video recorded/filmed.

Learning objectives

Learning evaluated/consolidated?

Students encouraged to self-assess own learning/work?

Feedback given constructive and in relation to achieving the learning objectives?

Notes:

The learning objectives on the subject of the practical exercise lifting techniques were covered during the lesson. David encouraged dialogue between the students that reinforced and reviewed their learning experience and knowledge. He encouraged student Q & A during the lesson and provided feedback and support where necessary.

Constructive feedback was provided to the students by David during the lesson, as well as an overview of the subject following the students completing their practical sessions in pairs and groups

Tutor Performance

Tutor was able to build effective working relationships with the students?

Creativity in teaching methods evident?

Tutor demonstrated good listening/questioning skills?

Tutor explained their ideas/subjects clearly?

Tutor showed commitment to progress and achievement of students?

Tutor demonstrated enthusiasm/persistence/energy when teaching?

Tutor demonstrated empathy/rapport/respect/fairness to students?

Notes:

David was very comfortable in his tutor role, delivering and demonstrating the precise details of all the lifts in a very professional manner. He demonstrated a natural open ability to communicate with all the students both verbally and in his demonstrations. He was very clear and concise with his explanations of the very technical aspects of the lesson and in managing the timings of the sessions being practiced by the students.

David respected the students in the class and acknowledged them by their first names, which created a very strong working relationship with them.

David treated all the students fairly and in an empathic manner.

Overall notes:

David demonstrated a very professional attitude with his delivery of the lesson, showing a passion and energy in this subject to his class students, and with the ability to make the lesson entirely practically based and interactive, constantly providing extensive feedback from his own knowledge and experience of the more technical aspects of exercise lifts with weights.

Excellent communication in both English and Swedish languages and a willingness to engage with the students, made for a very good lesson from start to finish. Well done.

Action(red)/Development(blue) Points:

None