

***iC*REPS**

**INTERNATIONAL CONFEDERATION OF
REGISTERS FOR EXERCISE PROFESSIONALS**



Global Standards For the Health and Fitness Industry



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Introduction

Health and fitness is a global industry where club operators and independent trainers provide exercise for many millions of people across the world. Providing safe and quality exercise relies on skilled and knowledgeable instructors working in the industry. As the fitness industry has reached new levels of professionalism over the past ten years there has been a focus on setting standards of instructor performance, ensuring fit-for-purpose qualifications and implementing registration systems for exercise professionals. The development of a qualified and competent workforce is vital if the industry is to realise its economic and social aims and gain greater respect from governments and the health sector. This document aims to support the concept of developing the professionalism and knowledge of instructors across the world.

What are “Standards”?

The ICREPs Global Standards¹ are a statement of the skills and knowledge individuals need to perform effectively and safely in the workplace, they define competence in a work situation. Standards refer to the performance an individual must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding required to perform safely and effectively.

The development and maintenance of skills standards like these is normally the responsibility of standards setting organisations which are supported by the national government. In some cases standards are developed by organisations that operate within the fitness industry itself.

These ICREPs Global Standards do not reinvent the wheel. They use as a basis fitness instructor standards already in existence from the UK, Australian and New Zealand. The Standards Setting Bodies in these countries are SkillsActive UK, Service Skills Australia and SkillsActive Aotearoa (New Zealand) who agreed to their use for this purpose in 2011. They also map and include elements from other fitness standards such as those from South Africa (standards setting body CATHSSETA). Collectively over 30 years of development with industry went in to these instructor skills standards. This means that all the content has been fully consulted on with employers, training providers, instructors and others from across the industry.

The ICREPs Global Standards were fully reviewed in 2013 by international occupational standards expert Geoff Carroll, who confirmed they meet best practice in occupational standards describing competence in the workplace.

¹ Wherever the term “standards” is used in this document, this means skills (or occupational) standards, not any other types of standards that may be used in the health and fitness industry for club certification or other purposes

ICREPS

The ICREPS Global Standards are published by the International Confederation of Registers of Exercise Professionals (ICREPs). ICREPs is an international partnership between registration bodies around the world that register exercise professionals.

ICREPs is a membership based organisation. Members operate independent, competency based registration systems for exercise/fitness professionals. ICREPs members operate in 4 continents, over seven countries, and collectively register over 60,000 individual exercise professionals. ICREPs has also produced a global matrix that maps each ICREPs member's registration levels against the others, which provides a clear pathway for exercise professionals considering moving countries.

ICREPs is recognised by IHRSA (the International Health, Racquet & Sportsclub Association) as the global body representing national registration bodies of exercise professionals.

Current members of ICREPs include New Zealand, Australia, UK, South Africa, Ireland, Canada and the UAE.

ICREPs provide advice and support to new countries considering the development of a new register, and can accredit training courses from non-ICREPs member countries for global recognition and portability.

Uses of the Standards 1 - Support for new country registers

ICREPs works actively with organisations in new countries who are considering a national register or in the process of setting one up. ICREPs, working through members or partner organisations, can offer assistance to new countries who request support in developing a register.

New national registers need to be based on competency standards to meet ICREPs criteria. Countries may already have or wish to develop their own standards and this is encouraged by ICREPs. If they wish they may also use these ICREPs Global Standards as a basis for development of national standards or even adopt them as national standards.

In order for a register's members to be internationally portable the register can map to the ICREPs Global Standards and that will be accepted by all ICREPs member countries for portability.

Uses of the Standards 2 - Accreditation of training courses

Not all countries will be able to achieve a national fitness register. But there could be excellent training providers in any country in the world. ICREPs therefore has developed a scheme to accredit education courses from providers in non-ICREPs countries. This process is managed by CYQ, the UK Awarding Body. As part of the accreditation process training providers have to map their courses to these ICREPs Global Standards.

Functional Map Health and Fitness Instruction

Key Purpose of Health and Fitness Instruction:

To assist clients to develop and maintain their health and fitness, help them achieve their potential and enhance their quality of life.

Key Roles	Functions/ Occupational Standards
A. Collect and analyse information about clients	A1. Conduct health screening and assess client exercise preferences, barriers and goals
	A2. Carry out client fitness assessments
B. Plan and instruct exercise	B1. Apply principles of anatomy and physiology in a fitness context
	B2. Provide assistance to fitness clients in the gym
	B3. Plan and instruct exercise in the gym
	B4. Plan and instruct group exercise to music (choreographed)
	B5. Instruct group exercise
	B6. Plan and instruct water-based fitness
	B7. Plan and instruct mat based Pilates
	B8. Plan and deliver personal training sessions
C. Design, manage, adapt and evaluate exercise programmes	C1. Design personal training programmes
	C2. Manage, review, adapt and evaluate personal training programmes
	C3. Apply the principles of nutrition and weight management to programme design
	C4. Apply the principles of exercise science to programme design
D. Motivate clients, encourage long term behaviour change and promote a healthy lifestyle	D1. Provide motivation and support as part of exercise instruction
	D2. Support long term behaviour change by monitoring client exercise adherence and applying motivational techniques
	D3. Promote healthy eating and physical activity
	D4. Undertake health promotion activities
E. Plan and deliver exercise to specific populations	E1. Plan and deliver physical activity and exercise to children
	E2. Plan and deliver exercise to older adults
	E3. Plan and deliver exercise to disabled clients
	E4. Plan and deliver exercise for ante and post natal women
F. Programme exercise for clients with medical conditions and liaise with the health professionals	Standards have not been developed for this Key Role. Professional practice and qualification requirements as applied to medical areas are not established enough across the world to develop a global standard. It is hoped this can be done in the future.
G. Maintain health and safety	G1. Promote health and safety in the fitness environment
H. Deliver good customer service	H1. Provide customer service in health and fitness
	H2. Tour a potential member through a fitness enterprise
I. Develop professional practice	I1. Develop professional practice and personal career in the health and fitness industry
J. Apply business and marketing skills	J1. Undertake small business planning
	J2. Market and sell services in fitness
	J3. Establish and operate a personal training business

Assistant Instructor Standards

B2. Provide assistance to fitness clients in the gym

This standard describes the competence required to provide basic assistance to fitness clients in the gym. The standard covers safety and maintenance of equipment and promoting exercise and physical activity. The standard also covers safe demonstration of gym equipment and stretching. The giving of basic advice to improve performance is also covered.

Performance Criteria

Exercise professionals should be able to:

Provide general support in the gym environment

1. Promote the safety of exercise clients
2. Assist with the cleaning and maintenance of exercise equipment
3. Promote the benefits of exercise and physical activity
4. Motivate exercise clients to achieve their exercise goals
5. Refer to more qualified staff where appropriate

Provide assistance to clients using resistance equipment and free weights

6. Prepare resistance equipment, free weights and surrounding area
7. Ensure resistance equipment and free weights are safe for use
8. Demonstrate resistance exercise and use of free weights safely
9. Ensure the positive and negative phases of the movement are completed
10. Return the gym equipment and free weights to a safe and convenient condition for other clients
11. Provide basic advice to improve clients' techniques using resistance equipment and free weights

Provide assistance to clients using stretching exercises

12. Prepare the surrounding area for safe stretching
13. Explain the benefits of stretching to clients, especially in relation to warm up
14. Explain the correct technique for completing static stretching to exercise clients
15. Demonstrate safe static stretching techniques

Provide assistance to clients using cardiovascular exercise equipment

16. Ensure cardiovascular exercise equipment is safe for use
17. Explain the benefits of cardiovascular exercise to clients
18. Demonstrate the correct and safe use of cardiovascular exercise equipment – to include cross trainer, step machine, cycle, treadmill, reclining cycle, rowing machine
19. Observe clients and ensure their safe and correct use of cardiovascular exercise equipment

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Major muscle groups
- K2 Major bones and joints
- K3 Typical movements created by the human body.
- K4 Muscle actions and full joint movement ranges
- K5 Basic principles of health and safety
- K6 Manufacturers' guidelines for the cleaning and maintenance of gym and stretching equipment, free weights and cardiovascular machines
- K7 Key points about the benefits of exercise and physical activity
- K8 How to motivate and encourage clients to achieve their exercise goals
- K9 How and when to refer to a more qualified member of staff
- K10 Safety considerations and features of:
 - gym equipment,
 - free weights,
 - stretching equipment,
 - cardiovascular equipment
- K11 Correct techniques for demonstration and giving basic advice for:
 - gym equipment,
 - free weights,
 - stretching equipment
 - cardiovascular equipment

Instructor Level Standards

Core Standards

Discipline Specific Standards

- Gym
- Group Exercise to Music (Choreographed)
- Group Exercise
- Water Based Fitness

A1. Conduct health screening and assess client exercise preferences, barriers and goals

This standard describes the competence required to identify the fitness requirements of clients through the use of a screening form and collecting information about exercise preferences, barriers to exercise and goal setting.

The standard also covers how to advise clients on appropriate fitness facilities and services.

Performance Criteria

Exercise professionals should be able to:

Conduct health screening

1. Establish a rapport with clients
2. Administer health screening questionnaires following organisational requirements
3. Collect screening information from clients, which could include:
 - lifestyle evaluation,
 - time availability,
 - exercise history,
 - likes and dislikes,
 - medical history,
 - medications,
 - informed consent,
 - clearance letter from an allied health professional or medical practitioner
4. Show sensitivity and empathy to clients and the information they provide
5. Follow an agreed process for the gathering, storage and disposal of client information
6. Ensure the privacy, security and communication needs of clients and any legal or ethical considerations are met
7. Gain client feedback to ensure they understand the reasons for the collection of information and how it will be used
8. Operate within professional boundaries and refer to other professionals as appropriate

Agree fitness activities clients

9. Provide relevant information on the impact of poor lifestyle behaviours on health and fitness to clients
10. Explain the perceived benefits clients can expect from an exercise programme
11. Identify and document clients' exercise preferences
12. Identify potential barriers to clients achieving their exercise goals and discuss and document possible solutions
13. Work with clients to agree short, medium and long-term goals appropriate to their needs
14. Explain the purpose of assessing preferences, goals and barriers to the client
15. Match the fitness goals of clients to available products and services
16. Identify clients' fitness requirements and provide clear information about appropriate exercise programmes and services

17. Agree needs and readiness to participate with clients
18. Identify and agree strategies to prevent drop out or relapse

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Organisational policies and procedures for the collection, use and storage of personal client information
- K2 Different ways of establishing rapport with different types of clients, taking account of, for example, gender, age, social class, current level of health and fitness, ethnicity and culture
- K3 The purpose and content of basic health screening questionnaires and what may happen if health screening information is not collected and correctly processed
- K4 Fitness industry standards and practices for client health screening
- K5 Different types of information which can be collected from clients and methods of collection
- K6 How to analyse and interpret collected information so that client needs and goals can be identified
- K7 Typical contraindications to physical activity and how to respond to these
- K8 Correct methods of gathering, storing and disposing of client information
- K9 Professional boundaries and how to refer to other professionals
- K10 How to set short, medium and long term goals with clients
- K11 Typical barriers which may prevent clients achieving their goals and how to overcome them
- K12 The impact of lifestyle behaviours on health and fitness and the benefits of exercise and physical activity
- K13 How to manage the expectations of clients related to their participation in exercise
- K14 How to work with clients to develop, agree and record client goals
- K15 Why it is important to base goal setting on proper analysis of clients' needs
- K16 Features and benefits of different fitness industry products and services to enable clients to receive accurate advice about the most appropriate programmes and services for their needs and fitness goals
- K17 Strategies which can prevent drop out or relapse

B1. Apply principles of anatomy and physiology in a fitness context

This standard describes the competence required to apply an understanding of human body structure, systems and terminology as they relate to fitness instruction. The standard covers the structure and function of the circulatory system, respiratory system, the skeleton, the muscular system, nervous system and energy systems and their relation to exercise.

Performance Criteria

Exercise professionals should be able to:

1. Apply relevant anatomical and physiological terminology in the provision of fitness advice
2. Use anatomical and physiological terminology and describe and demonstrate movements of the body to clients
3. Apply knowledge of the body's systems to fitness instruction
4. Apply an understanding of the structure and function of the musculoskeletal system when providing information about exercise to clients
5. Relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when planning exercise programmes and providing information to clients
6. Use knowledge of the structure of skeletal muscle and the process of muscle contraction to plan and develop exercise programmes
7. Analyse common exercises to identify to clients the joint action occurring, the muscle responsible and the type of contraction
8. Apply correct postural alignment for exercises
9. Relate the structure and function of the circulatory system and respiratory system to fitness activities
10. Apply knowledge of the structure and function of the cardiovascular system when providing information to clients
11. Apply knowledge of the structure and function of the nervous system to fitness activities and its role in the control of movement and exercise
12. Explain the effect of exercise intensity on the energy substrate to clients during exercise instruction
13. Apply the limiting factors of the body's energy systems to the setting of exercise intensities when instructing fitness activities
14. Apply knowledge of anatomy and physiology to analyse and identify client requirements and needs in relation to fitness instruction

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Relevant anatomical and physiological terminology in the provision of fitness advice
- K2 The structure and function of the circulatory system
- location, function and structure of the heart,
 - how blood moves through the four chambers of the heart,
 - systemic and pulmonary circulation,
 - the structure and functions of blood vessels,
 - blood pressure,
 - blood pressure classifications
- K3 The structure and function of the respiratory system
- location, function and structure of the lungs,
 - main muscles involved in breathing,
 - passage of air through the respiratory tract,
 - process of gaseous exchange of oxygen and carbon dioxide in the lungs
- K4 The structure and function of the skeleton
- basic functions of the skeleton,
 - structures of the axial skeleton,
 - structures of the appendicular skeleton,
 - classification of bones,
 - structure of long bone,
 - stages of bone growth,
 - posture in terms of:
 - curves of the spine,
 - neutral spine alignment,
 - potential ranges of motion of the spine
 - postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
- K5 Joints in the skeleton
- classification of joints,
 - structure of synovial joints,
 - types of synovial joints and their range of motion,
 - joint movement potential and joint actions
- K6 The muscular system
- the three types of muscle tissue,
 - the characteristics and functions of the three types of muscle tissue,
 - the basic structure of skeletal muscle,
 - names and locations the skeletal muscles,
 - structure and function of the pelvic floor muscles,
 - different types of muscle action,
 - joint actions brought about by specific muscle group contractions,
 - skeletal muscle fibre types and their characteristics
- K7 Energy systems and their relation to exercise
- how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate,
 - the use of the three energy systems during aerobic and anaerobic exercise
- K8 The nervous system and its relation to exercise
- role and functions of the nervous system,
 - principles of muscle contraction,
 - 'all or none law'/motor unit recruitment,
 - how exercise can enhance neuromuscular connections and improve motor fitness
- K9 The acute physiological responses and physiological adaptations of the body's systems to exercise
- K10 The effects of commencing, sustaining and ceasing types of training are described in terms of physiological responses
- K11 How to use anatomy and physiology principles in the design of exercise programmes and in providing exercise advice and instruction

D1. Provide motivation and support as part of exercise instruction

This standard describes the competence required to provide motivation and support to exercise clients. The standard covers exercise preferences, and barriers to exercise and how to overcome them. Goal setting, motivation techniques and factors that affect exercise adherence are also covered.

Performance Criteria

Exercise professionals should be able to:

Assist clients to develop motivational strategies

1. Identify clients' reasons for taking part in regular exercise and physical activity
2. Identify clients' preferences for exercise
3. Ensure clients understand the benefits of taking part in exercise and physical activity
4. Provide clients with accurate information about the recommended amount of physical activity for them to derive health benefits
5. Inform clients about opportunities for regular physical activity appropriate to their needs, abilities and preferences
6. Identify potential barriers to clients taking part in exercise and physical activity and work with clients to reduce these
7. Work with clients to make best use of incentives, preferences and rewards

Support client motivation

8. Help clients to develop and follow through their own motivational strategies
9. Use personal attitudes, actions and values to positively influence clients exercise adherence and behaviour
10. Apply a variety of motivational techniques when training clients
11. Use effective verbal and nonverbal communication skills when instructing clients to optimise motivation and performance
12. Provide positive reinforcement and feedback to clients to positively influence exercise behaviour
13. Increase confidence in clients

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 How to support clients to adhere to exercise/physical activity
- K2 Why it is important for a client to take personal responsibility for their own fitness and motivation
- K3 How to assist clients to develop their own strategy for motivation and adherence
- K4 Different behaviour change approaches to encourage adherence to exercise/physical activity
- K5 How to form effective working relationships with clients
- K6 The typical barriers to exercise/physical activity that clients experience and how to address them
- K7 How incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- K8 Different incentives and rewards that can strengthen clients' motivation and adherence
- K9 The typical goals and expectations that clients have
- K10 The types of barriers individual clients may face when undertaking physical activity and achieving their goals and how to help clients identify and overcome these barriers
- K11 The types of incentives and rewards that may be appropriate to a range of different clients
- K12 The types of exercise preferences that different clients may have
- K13 The communication skills needed to assist clients with motivation
- K14 How to interpret client responses including body language and other forms of behaviour especially when undertaking physical activity
- K15 The health benefits of regular physical exercise
- K16 The amount of physical activity required to achieve health benefits
- K17 How to assist clients to develop their own motivational strategy
- K18 The stages of change a person may go through when taking part in regular physical activity
- K19 Human behavioural change related to the different stages of change
- K20 Appropriate intervention strategies for each stage of behavioural change
- K21 The requirements for successful behavioural change
- K22 Personal, environmental and cognitive factors and their potential effect on exercise adherence

D3. Promote healthy eating and physical activity

This standard describes the competence required to promote healthy eating and physical activity to clients. The standard describes the performance outcomes and skills and knowledge required to provide basic healthy eating information and advice to fitness clients who have no major health concerns. The standard requires the application of nutritional standards and guidelines to provide accurate information to clients and the ability to recognise and work within professional limitations.

Performance Criteria

Exercise professionals should be able to:

Promote healthy eating and nutrition to clients

1. Explain the general features of healthy eating to clients
2. Explain the concept of a well-balanced diet and regular exercise to promote good health when providing information to clients
3. Explain the interaction between healthy eating options and physical activity and obtain information about current nutritional intake and physical activity levels of clients
4. Provide information to clients about the fundamental principles of healthy eating to improve overall health
5. Apply knowledge of the general principles of healthy eating to provide basic information to clients about healthy eating options and requirements for exercising individuals
6. Observe the industry standards for giving healthy eating information to clients and refer clients with healthy eating or dietary concerns to a suitably qualified medical professional/ dietician
7. Work within the current legal and ethical limitations of a fitness instructor in providing healthy eating information

Provide clients with information on body composition management

8. Evaluate information collected in the fitness appraisal of clients about current body composition using relevant body composition measures
9. Provide basic information about the relationship between diet and the management of body composition to clients
10. Describe briefly the role of the body's energy systems in the storage and utilisation of energy substrates for energy production
11. Refer clients requiring more extensive dietary information to a suitably qualified medical professional/ dietician

Support fitness clients with body image issues

12. Implement strategies to promote body satisfaction when providing information about exercise, fitness testing and healthy eating options
13. Provide information about healthy eating options that fosters a positive attitude towards food and eating
14. Recognise indicators of poor body image and discuss body satisfaction with clients
15. Show sensitivity to cultural and social differences

Provide information about the structure and function of the digestive system

16. Use knowledge of the structure and function of the digestive system when providing information to clients

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 The relationship between healthy eating options and health and relevant guidelines for a balanced diet to enable the provision of accurate information to clients
- K2 Structure and function of the digestive system and the effect of healthy eating on other major body systems
- K3 Factors that influence fat loss response to exercise to enable effective goal setting
- K4 Appropriate protocols for advising clients on healthy eating
- K5 Own role and limitations in providing healthy eating information and situations requiring advice from or referral to medical or health professionals
- K6 Body composition measurement methods and the relationship between body composition, fat distribution and health to enable the development of realistic and achievable exercise and healthy eating plans aligned to client needs and targets
- K7 Guidelines for developing exercise plans to improve body composition
- K8 Body composition measures which may include:
 - weight,
 - height,
 - waist circumference,
 - hip circumference,
 - skin folds,
 - waist to hip ratio
- K9 Dietary trends which may include:
 - 'fad' or popular diets,
 - nutritional supplementation,
 - healthy eating ergogenic aids
- K10 Energy substrates including:
 - lipids,
 - carbohydrate,
 - protein,
 - alcohol
- K11 Energy systems including:
 - alactic,
 - lactic,
 - aerobic
- K12 General features of balanced healthy eating including:
 - energy balance,
 - recommended daily intake of nutrients,
 - fuel for exercise,
 - fuel for minimising post-exercise fatigue and maximising recovery,
 - hydration levels

(continued)

K13 General principles of healthy eating including:

- food groups,
- national dietary guidelines,
- carbohydrates,
- lipids,
- cholesterol,
- protein,
- minerals,
- vitamins,
- fluid and electrolytes,
- intake of nutrients,
- balanced diet,
- food labelling,
- food preparation,
- myths and fallacies,
- nutritional supplementation

K14 Management of body composition including:

- metabolism,
- balance between energy intake and energy expenditure,
- energy expenditure,
- energy intake

K15 Healthy eating or dietary concerns may include:

- anorexia,
- bulimia,
- overweight or obesity,
- nutritional deficiencies including iron,
- calcium,
- dehydration,
- diabetes

K16 The scope of practice for fitness professionals in providing healthy eating advice and how to remain within professional boundaries



G1. Promote health and safety in the fitness environment

This standard describes the competence required to promote and ensure health and safety when working as an exercise professional. It is vital to ensure the health and safety of clients, colleagues and the exercise professional themselves. Health and safety law and regulations will be different in each country around the world. The standard contains some of the key elements of ensuring health and safety in the fitness environment including assessing risk and dealing with incidents and emergencies.

Performance Criteria

Exercise professionals should be able to:

Maintain a healthy and safe fitness environment

1. Have access to relevant and up-to-date health and safety information to carry out all work tasks safely and responsibly
2. Ensure first aid equipment meets health and safety guidelines and is present and functional
3. Follow relevant health and safety requirements and procedures at all times
4. Check for, identify and minimise hazards in the fitness environment
5. Assess and control risks using organisational procedures
6. Identify and report unsafe work practices
7. Address safety issues within the limits of own role and responsibility
8. Pass on suggestions for improving health and safety to relevant colleagues

Respond to emergency situations

9. Deal with injuries and signs of illness according to organisational procedures
10. Employ emergency procedures when required
11. Call for a qualified first aider or the emergency services when required
12. Identify and follow relevant accident/ incident/ hazard reporting procedures

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Health and safety requirements in a fitness environment
- K2 The legal and regulatory requirements for health and safety relevant to working in a fitness environment
- K3 The key health and safety documents that are relevant in a fitness environment
- K4 How to control risks in a fitness environment
- K5 Organisational health and safety policies and procedures which may include:
- chemical handling,
 - duty of care,
 - emergency procedures,
 - first aid,
 - general maintenance,
 - hazard identification,
 - health and hygiene,
 - issue resolution,
 - manual handling,
 - occupational health and safety,
 - personal safety,
 - reporting procedures,
 - security,
 - stress management,
 - use of personal protective equipment,
 - waste disposal
- K6 Typical safety issues in the fitness environment which may include:
- environmental conditions,
 - slippery surfaces,
 - manual handling and lifting,
 - toxic substances,
 - industrial gases,
 - body fluids,
 - fire,
 - infectious waste,
 - sharps,
 - chemical spills,
 - dust and vapours,
 - noise, light and energy sources,
 - faulty electrical equipment,
 - faulty sport or activity-specific equipment,
 - vehicles
- K7 Methods of controlling risk in the fitness environment:
- dealing with the hazard personally,
 - reporting the hazard to the relevant colleague,
 - protecting others from harm

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- K8 Roles of designated personnel within the fitness environment which could include:
- supervisors,
 - managers,
 - team leaders
- K9 Definition of hazards and how they can be identified, isolated, eliminated or minimised
- K10 How to identify and deal safely with hazards
- K11 How to risk assess the types of possible hazards in a fitness environment
- K12 Why it is important to get advice from a relevant colleague if unsure about hazards and risks in the workplace
- K13 Manufacturers' guidelines and instructions for the use of facilities and equipment
- K14 Documents relating to health and safety that may have to be completed and how to complete them correctly
- K15 Why it is important to make suggestions about health and safety issues and how to do so
- K16 Legislative rights and responsibilities for workplace health and safety
- K17 The types of accidents, injuries and illnesses that may occur in the fitness environment
- K18 How to deal with accidents, injuries and illnesses before qualified assistance arrives
- K19 How to decide whether to contact the on-site first aider or immediately call the emergency services
- K20 The procedures to follow to contact the emergency services
- K21 Organisational reporting procedures for emergencies
- K22 Emergency procedures in a fitness environment
- K23 The roles that different staff and external services play during an emergency



H1. Provide customer service in health and fitness

This standard describes the competence required to provide good customer service in the health and fitness industry. The standard covers presentation, communication, customer service and dealing with complaints. Customer refers to the recipient of health and fitness services. Customer service refers to any action taken to meet customer needs and expectations in relation to provision of health and fitness services.

Performance Criteria

Exercise professionals should be able to:

Maintain personal presentation

1. Maintain organisational standards for personal presentation

Communicate with clients

2. Communicate with clients in a polite, professional and friendly manner
3. Use appropriate language and tone in both written and spoken communication
4. Develop a rapport with and provide empathy with clients
5. Provide information clearly to clients
6. Use appropriate non verbal communication skills
7. Listen to clients and ask questions to check understanding

Provide customer service to clients

8. Greet clients effectively
9. Identify client needs and expectations correctly and provide appropriate products, services or information
10. Ensure client satisfaction
11. Meet all reasonable client needs and requests
12. Identify and take all opportunities to enhance service quality
13. Engage with clients during exercise
14. Consult with a colleague or other professional where there is difficulty in meeting customer needs and expectations
15. Provide alternative customer service solutions if necessary
16. Show sensitivity to cultural and social differences

Respond to client complaints

17. Recognise client dissatisfaction promptly and take action to resolve the situation
18. Respond to client complaints positively, sensitively and politely and in consultation with the client
19. Handle client complaints effectively
20. Maintain a positive and cooperative manner at all times
21. Refer client complaints which cannot be resolved to other staff as appropriate

Knowledge and Understanding

Exercise professionals should know and understand:

Personal presentation

- K1 Standards of personal presentation that apply to the health and fitness industry and own organisation
- K2 The importance of presenting themselves and their organisation positively to clients

Communication

- K3 How to communicate effectively with a range of clients including different cultural groups

- K4 Appropriate language and the use of spoken, written and non-verbal communication
- K5 Characteristics, uses and conventions of different types of communication in the health and fitness industry

Customer service

- K6 Personal and interpersonal factors and their influence on customer service
- K7 How to identify client needs and expectations
- K8 How to find the correct information, products or services to meet client needs and expectations
- K9 How to form effective working relationships with clients
- K10 How to provide on-going customer service to clients
- K11 The importance of client care both for the client and the organisation
- K12 Why it is important to deal with clients' needs to their satisfaction
- K13 What types of issues may need to be referred to colleague or other professional, when to refer them and who this professional may be in different situations
- K14 Customer service techniques to meet client requirements and requests;
- K15 How to develop rapport and promote suitable products and services
- K16 Promotional products and services provided by the fitness industry and the specific organisation
- K17 How to engage with clients during exercise
- K18 How to link customer service to client motivation and exercise adherence
- K19 The importance of valuing equality and diversity when working with clients
- K20 Legal and ethical issues relating to exercise instructors and client relations
- K21 The importance of customer service to the development of the health and fitness industry and reaching out to non-traditional clients

Complaints

- K22 How to recognise client dissatisfaction
- K23 The importance of explaining any delay in dealing with clients and how to do so effectively
- K24 The importance of handling client complaints positively, sensitively and politely
- K25 The importance of remaining positive and cooperative at all times
- K26 Complaint handling policies and procedures that generally operate within the fitness industry and the specific organisation
- K27 How to refer a complaint to other staff as appropriate

11. Develop professional practice and personal career in the health and fitness industry

This standard describes the competence required for self-development and improvement for exercise professionals. This involves evaluating the exercise and physical activity they have planned and delivered, identifying strengths and weaknesses and learning lessons for the future. The standard also covers keeping up-to-date with developments in the health and fitness industry and taking part in continuing professional development to reinforce current competences and expand knowledge and skills in to new areas.

Performance Criteria

Exercise professionals should be able to:

Reflect on professional practice

1. Review the outcomes of working with clients, their feedback and feedback from colleagues or managers
2. Identify the effectiveness of their exercise instruction or programmes
3. Identify how effective and motivational relationships with clients have been
4. Identify how well instructing styles matched clients' needs
5. Identify effectiveness in managing clients' exercise, including their health, safety and welfare
6. Identify ways in which to improve future practice
7. Discuss ideas with other professionals and take account of their views
8. Evaluate performance against a code of conduct or code of ethical practice for instructors

Improve own development and career opportunities

9. Review professional practice on a regular basis
10. Keep up-to-date with developments in the health and fitness industry
11. Consider career goals
12. Develop a personal action plan to help to improve professional practice and career advancement
13. Take part in relevant development activities as part of personal action plan

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 How to reflect on professional practice
- K2 The importance of reflection and continuing professional development in helping to develop client health, fitness and motivation
- K3 How to monitor the effectiveness of a training programme, exercise instruction, motivational relationships and instructional styles
- K4 The structure of the fitness industry
- K5 The role of the exercise professional in the industry
- K6 Industry organisations and their relevance to the fitness professional
- K7 Appropriate registration systems and continuing professional development requirements
- K8 Relevant code of conduct or code of ethical practice
- K9 Employment opportunities in different sectors of the industry
- K10 How to identify key lessons and how to make use of these in the future
- K11 The importance of discussing ideas with another professional
- K12 How to improve own professional practice and career opportunities
- K13 How to access information on developments in the fitness industry
- K14 How to identify areas where further development of professional practice is needed
- K15 The importance of having a personal action plan for development
- K16 The types of development activities that are available and how to access these
- K17 The importance of regularly reviewing and updating personal action plan

B3. Plan and instruct exercise in the gym

This standard describes the competence required to plan, demonstrate, supervise and monitor gym based exercise. The standard covers collecting information, planning gym programmes, instructing in the gym and supervising exercise. Monitoring client progress and adapting gym programmes is also covered.

Performance Criteria

Exercise professionals should be able to:

Collect and use information to plan gym programmes

1. Collect clients' health screening information
2. Identify clients'
 - current fitness profile,
 - training history,
 - exercise preferences,
 - exercise contraindications
 - specific fitness goals
3. Establish the physical, psychological and social reasons for clients' participation in an exercise program
4. Identify clients' needs and potential and any possible risks from participation in a gym programme
5. Identify the joint movements and muscles that clients target or strengthen according to their needs
6. Explain the relative contribution to aerobic and anaerobic fitness of recommended activities to clients
7. Follow legal and ethical requirements for the security and confidentiality of client information

Plan gym programmes

8. Apply the principles and variables of fitness to plan programmes to meet client goals or to achieve general fitness and health gains
9. Select gym exercises that will help clients to develop one or more of:
 - cardiovascular fitness,
 - muscular fitness,
 - flexibility
10. Select equipment for gym programmes as appropriate to client needs
11. Plan realistic timings and sequences for exercise
12. Help clients to identify barriers to adherence and how to overcome them
13. Plan how to minimise any risks relevant to the programme
14. Record programme plans in an appropriate format

Instruct gym exercise

15. Ensure appropriate equipment is in place
16. Describe planned exercises, including their physical and technical demands
17. Teach effective warm up and cool down activities
18. Adapt exercises with suitable progressions and regressions according to client needs
19. Explain and demonstrate correct movements and techniques for performing gym based exercise (resistance, cardiovascular, flexibility) to clients and explain their purpose and expected results
20. Use instructional techniques to teach the correct technique for gym based exercise
21. Advise clients of safety considerations for gym based exercise equipment
22. Encourage feedback from clients to confirm their understanding of the exercises and to identify any difficulties

Supervise gym sessions

23. Observe client training sessions
24. Apply spotting techniques to ensure safety and enhance performance
25. Provide feedback and instructing points which are timely, clear and motivational
26. Provide on-going motivation and support to clients to encourage adherence
27. Recognise the signs and symptoms of overtraining and act accordingly

Monitor client progress, review and adapt gym programmes

28. Review the outcomes of working with clients and take account of client feedback
29. Identify when a review of clients' exercise programme is necessary
30. Reassess clients' fitness levels to determine the effectiveness of their current exercise programme
31. Re-establish clients' specific fitness goals
32. Modify clients' exercise programmes according to results of fitness reassessments and any changing requirements
33. Provide positive and constructive feedback to clients on their progress and any recommended changes

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

For the whole standard

- K1 Legislative and organisational policies and procedures to support safe and effective exercise including safe use of equipment
- K2 Manufacturers' equipment specifications for use, care and checking of equipment
- K3 Anatomical terminology and application to exercise technique
- K4 Structure and function of joints and muscles
- K5 Structure and function of the musculoskeletal, cardiorespiratory and metabolic body systems to determine the benefits and appropriateness of different exercises to meet client needs
- K6 Effects of different exercise components on the major body systems to enable safe and appropriate exercise planning
- K7 The application of the principles and variables of fitness to the components of fitness
- K8 Motivational techniques to support client adherence to the fitness programme
- K9 Risk assessment and management relevant to exercise in the gym

Collecting and using information to plan gym programmes

- K10 The factors, based on client screening, which may affect safe exercise participation
- K11 The information needed to plan gym-based exercise
- K12 How to collect the required information, including using interviews and questionnaires, making observations and taking physical measurements
- K13 Reasons for temporary deferral of exercise and referral to other professionals
- K14 The needs and potential of the clients including reasons for and barriers to participation in exercise
- K15 Principles of informed consent
- K16 How to identify and agree goals and objectives for a programme based on collected information

Planning gym programmes

- K17 A range of resistance exercises and exercise programmes to enable selection and implementation of appropriate programmes to improve or maintain the fitness of clients
- K18 How to plan to use a range of cardiovascular machines, resistance machines and free weights
- K19 How to apply the principles and variables of fitness to a range of activities which will achieve health and fitness benefits and the clients' goals
- K20 How to plan a range of exercises for individual clients to develop:
 - cardio-vascular fitness,
 - muscular fitness,
 - flexibility,
 - motor skills
- K21 How to record plans appropriately

Instructing gym exercise

- K22 How to use a range of equipment to achieve the clients' goals
- K23 A range of suitable warm up and cool down activities
- K24 The health and environmental factors which can influence safety
- K25 The factors which effect group/individual working space
- K26 Methods of monitoring exercise intensity
- K27 Exercises that are safe and appropriate for clients, including alternatives to potentially harmful exercises
- K28 Safe and effective alignment for a range of gym-based exercise positions to cover use of:
 - cardio-vascular machines,
 - resistance machines,
 - free weights
- K29 How to give technically correct demonstrations and explain the use of a range of cardiovascular and resistance machines, and free weights
- K30 How to adjust incorrect or unsafe exercise techniques
- K31 The importance of health and safety in the facility and paying close attention to possible hazards and the reporting procedures for health and safety

Supervising gym sessions

- K32 How to observe a range of clients in the gym
- K33 The importance of providing fitness advice to clients in the gym and how to offer fitness advice in a gym environment
- K34 The purpose of gym-based exercises and how to break exercise/movements down to their component parts
- K35 Signs and symptoms of poor adaptation to training and overtraining
- K36 How to communicate with clients in the gym environment
- K37 Techniques to provide motivation and support to clients in the gym

Monitoring client progress and reviewing and adapting gym programmes

- K38 Different methods of adapting gym programmes to ensure appropriate progression and/or regression
- K39 How to identify when to review a client's programme
- K40 How to collect client feedback
- K41 How to modify fitness programmes according to results of fitness reassessments and changing requirements
- K42 How to give positive feedback to clients about their progress and changes to the programme

(continued)

Gym exercise - equipment and training specification

Cardiovascular training

Cardiovascular equipment used in designing gym programmes may include:

- upright cycle,
- recumbent cycle,
- treadmill,
- stepper,
- rowing machine,
- elliptical trainer,
- cross trainer

Cardiovascular training specifications used in gym programmes may include:

- exercises,
- equipment,
- intensity,
- duration,
- frequency,
- heart-rate training zones

Resistance training

Resistance training equipment used in designing gym programmes may include

- machines,
- free weights (bars, dumbbells, collars, straps, barbells, benches),
- body weight,
- benches,
- racks,
- exercise balls,
- elastic resistance,
- proprioception and stability training devices

Resistance training specifications used in gym programmes may include:

- exercises,
- equipment,
- repetitions,
- sets,
- resistance,
- intensity,
- frequency,
- variations

Resistance exercises may include:

- bench and chest press,
- flye,
- cable crossover,
- shoulder press,
- lateral and front-arm raise,
- shrug,
- upright row,
- shoulder internal and external rotation,
- biceps, preacher and hammer curl,
- overhead triceps press,
- lying triceps extensions and press,
- triceps kickback,
- bent over and one-arm row,
- supported and t-bar row,
- pullover,
- wrist curl,
- bent over lateral raises and reverse flye,
- squat,
- lunge,
- deadlift – bent and stiff leg,
- calf raise,
- hip abduction and adduction,
- leg curl,
- extension and press,
- hack squat,
- back and hip extension (glute-ham raise),
- abdominal, including oblique and reverse, crunch, abdominal isometric hold,
- basic core stability and proprioceptive exercises,
- lat pull-downs,
- seated row.

Performance Criteria

Flexibility training

Flexibility training specifications may include:

- target muscles,
- range of motion,
- duration,
- type of stretch,
- static,
- dynamic,
- proprioceptive neuromuscular facilitation (PNF)

B4. Plan and instruct group exercise to music (choreographed)

This standard describes the competence required to plan and instruct group exercise sessions to music. The standard focuses on the planning, selection, sequencing and progression of exercises and appropriate music, and instructing and monitoring clients to ensure safe conduct of activities. The standard includes planning original choreography for sessions.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information to plan group exercise to music

1. Collect the information required to plan group exercise to music sessions
2. Analyse the information and identify the implications for the group exercise to music session
3. Refer any clients whose needs and potential cannot be met to another professional
4. Follow legal and ethical requirements for the security and confidentiality of client information

Plan group exercise to music

5. Plan objectives for a group exercise to music session
6. Plan the class structure, which could include:
 - single peak,
 - twin peak,
 - interval,
 - steady state
7. Determine the expected fitness outcomes and session type for the client group
8. Plan appropriate phases of the session and a varied range of exercises to meet the needs of the client group, phases should include:
 - warm up
 - pulse raiser,
 - mobility
 - main CV workout using the aerobic curve
 - pulse raiser,
 - main workout,
 - build down,
 - muscular strength and endurance,
 - flexibility
9. Plan realistic timings and original choreography for sessions and sequence of choreography to suit session type including:
 - add on,
 - 32 count phrase,
 - verse chorus,
 - layering
10. Provide safe and effective exercises appropriate to the needs and levels of the following client groups:
 - beginner,
 - intermediate,
 - advanced
11. Select and sequence music according to duration, concepts and phases and type of session
12. Access music according to organisational policies and procedures and legal and regulatory requirements
13. Identify and plan for possible risks during the session

Prepare for group exercise to music sessions

14. Arrive in time to set up sessions, meet the clients punctually and make them feel welcome and at ease
15. Prepare self to instruct the session
16. Provide safe and appropriate equipment for clients where relevant
17. Organise sufficient space for safe exercise performance
18. Check clients' level of experience and ability, identifying any new clients
19. Check clients' physical condition, whether they have an illness or injury and advise individuals of any reasons why they should not participate in the exercises where appropriate
20. Explain the purpose and value of the session, including warm-up and cool-down
21. Describe the exercises, including physical and technical demands
22. Use warm up activities that are safe and effective for the clients

Instruct group exercise to music sessions

23. Observe client's performance throughout the session
24. Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions
25. Build up exercises gradually
26. Use volume, pitch and voice projection relative to the music, with or without a microphone
27. Provide effective cueing
28. Ensure clients work to the structure and phrase of the music
29. Vary the pace and speed of exercise to ensure safety and effectiveness
30. Keep to the planned timings for the session
31. Use appropriate teaching methods to correct technical errors, reinforce technique and improve performance
32. Change teaching positions during the session to improve observation and ask questions
33. Use effective verbal and visual communication and employ mirroring
34. Provide feedback and instructing points which are timely, clear and motivational
35. Deliver the selection of exercises using appropriate instructional methodologies, sequencing and progression.
36. Adapt exercises with suitable progressions and regressions according to clients' needs
37. Monitor exercise intensity and adjust as required.
38. Give attention and encouragement to all clients and use motivational techniques to positively influence performance during exercise sessions and maximise exercise adherence
39. Ensure clients exercise safely
40. Recognise and respond to inappropriate client behaviour to effectively manage group cohesion

(continued)

Bring group exercise to music sessions to an end

- 41. Allow sufficient time to end the session
- 42. End the session using cool down activities which are safe and effective for the clients
- 43. Give the clients an accurate summary of feedback on the session
- 44. Encourage clients to think about the session, ask questions, provide feedback, and identify their further needs
- 45. Make sure the clients have information about future sessions
- 46. Follow the correct procedures for checking and dealing with any equipment used
- 47. Leave the environment in a condition acceptable for future use

Evaluate group exercise to music sessions

- 48. Evaluate clients' responses and feedback
- 49. Identify:
 - how well the exercises met clients' needs,
 - how effective and motivational the relationship with the clients was,
 - how well the instructing style matched the clients' needs
- 50. Evaluate own performance
- 51. Identify potential improvements for future sessions
- 52. Identify how to improve personal practice in group exercise

Knowledge and Understanding

Exercise professionals should know and understand:

For the whole standard

- K1 The principles of training and components of fitness in terms of their use in group exercise to music
- K2 The motivational needs of exercise clients in group fitness classes
- K3 Injury prevention strategies related to group exercise
- K4 The effect of levers, gravity, resistance and speed on exercise
- K5 The physical, psychological and social reasons for clients participating in group exercise

Collecting and analysing information

- K6 The information which can be collected before a group exercise to music session including the needs and potential of the clients
- K7 How to collect and use client information to plan group exercise to music
- K8 The reasons for referring clients to other professionals and temporary deferral of exercise including common injuries

Planning group exercise to music

- K9 Different objectives for a group exercise to music session, to include:
 - cardio-vascular fitness,
 - muscular fitness,
 - flexibility,
 - motor skills
- K10 A range of session types and exercises that are safe and appropriate for clients
- K11 Exercises that are safe and appropriate for clients (beginner, intermediate and advanced), including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
- K12 The purpose of exercises, how to break exercise/movements down to their component parts
- K13 Principles of exercise planning and repertoires to enable the selection and sequencing of exercises appropriate for

beginner, intermediate and advanced clients

- K14 Equipment used in group exercise to music and its uses
- K15 How to select speed and type of music as appropriate to the clients and phases of the class
- K16 How to select appropriate music for exercise sessions with appropriate music beat, tempo and phrasing
- K17 The organisational, regulatory and legal requirements covering the use of music
- K18 The principles involved in developing choreography for a group exercise session which may include:
 - add-ons,
 - pyramids,
 - holding patterns,
 - travelling,
 - organised action,
 - movement transitions
- K19 Suitability of speed and type of music for the clients and section of the class

Preparing for a group exercise to music sessions

- K20 How to prepare self, equipment and space for group exercise to music classes
- K21 The purpose and value of the warm up and safe and effective warm up activities for group exercise to music

Instructing group exercise to music sessions

- K22 Appropriate instructing positions and how to observe clients throughout the session
- K23 Safe and effective alignment of exercise positions
- K24 How to build exercises up gradually, to include:
 - layering techniques,
 - holding patterns
- K25 Effective methods of combining movements
- K26 Principles of exercise instruction to ensure a safe and effective session
- K27 Different methods of adapting exercise to music to ensure appropriate progression and regression
- K28 Teaching methods and how to correct technical errors
- K29 Instructional and motivational techniques suitable for group exercise to support client adherence to exercise
- K30 Appropriate communication skills
- K31 Methods of voice projection and effective use of volume and pitch of voice
- K32 The structure of music and suitability of speed and type of music for the clients and section of the class
- K33 Principles of effective cueing and how to work to the structure and phrase of the music
- K34 Safety factors during a session and how to identify any new risks
- K35 The principles of group behaviour management during exercise to music sessions

Bringing a group exercise to music session to an end

- K36 The purpose and value of the cool down and safe and effective cool down activities for group exercise to music
- K37 Why it is important to get feedback from clients on group exercise to music sessions
- K38 How to ensure clients can give feedback and receive information about future sessions

Evaluating a group exercise to music session

- K39 Principles of evaluation and self-reflection
- K40 How to use session evaluation to improve future sessions

B5. Instruct group exercise

This standard describes the competence required to instruct group exercise sessions. The standard focuses on the delivery of exercises to a group. Music may or may not be involved in the session; where music is involved clients may not be expected to work to the beat and phrase of the music and original choreography is not a requirement of this standard.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information to instruct group exercise

1. Collect the information required to plan group exercise sessions
2. Analyse the information and identify the implications for group exercise
3. Refer any clients whose needs and potential cannot be met to another professional
4. Follow legal and ethical requirements for the security and confidentiality of client information

Plan group exercise

5. Access music where required according to organisational policies and procedures and legislation and regulatory requirements
6. Identify and plan for possible risks for the session

Prepare for group exercise

7. Arrive in time to set up the session, meet the clients punctually and make them feel welcome and at ease
8. Prepare self to instruct the session
9. Provide safe and appropriate equipment for clients where relevant
10. Organise sufficient space for safe exercise performance
11. Check clients' level of experience and ability, identifying any new clients
12. Check clients' physical condition, whether they have an illness or injury and advise individuals of any reasons why they should not participate in the exercises where appropriate
13. Explain the purpose and value of the session, including warm-up and cool-down
14. Describe the exercises, including physical and technical demands
15. Use warm up activities that are safe and effective for the clients

Deliver group exercise

16. Observe clients' performance throughout the session
17. Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions
18. Use volume, pitch and voice projection relative to the music or environment, with or without a microphone

19. Keep to the planned timings for the session
20. Use appropriate teaching methods to correct technical errors, reinforce technique and improve performance
21. Change teaching positions during the session to improve observation and ask questions
22. Use effective verbal and visual communication and employ mirroring
23. Work to the beat and phrase of the music where relevant
24. Provide feedback and instructing points which are timely, clear and motivational
25. Deliver the selection of exercises using appropriate instructional methodologies, sequencing and progression.
26. Give attention and encouragement to all clients and use motivational techniques to positively influence performance during exercise sessions and maximise exercise adherence
27. Monitor exercise effectively and ensure clients exercise safely
28. Vary the pace of exercises
29. Recognise and respond to inappropriate client behaviour to effectively manage group cohesion

Bring group exercise to an end

30. End the session using cool down activities that are safe and effective for the clients
31. Give the clients an accurate summary of feedback on the session
32. Encourage clients to think about the session, ask questions, provide feedback and identify their further needs
33. Make sure the clients have information about future sessions
34. Follow the correct procedures for checking and dealing with any equipment used
35. Leave the environment in a condition acceptable for future use

Evaluate group exercise

36. Evaluate client response and feedback
37. Identify:
 - how well the exercises met clients' needs,
 - how effective and motivational the relationship with the clients was,
 - how well the instructing style matched the clients' needs
38. Evaluate own performance
39. Identify potential improvements for future sessions
40. Identify how to improve personal practice in group exercise

Knowledge and Understanding

Exercise professionals should know and understand:

For the whole unit standard

- K1 The principles of training and components of fitness in terms of their use in group exercise
- K2 The motivational needs of exercise clients in group fitness classes
- K3 Injury prevention strategies related to group exercise
- K4 The effect of levers, gravity, speed and resistance on exercise
- K5 The physical, psychological and social reasons for clients participating in group exercise

Collecting and analysing information

- K6 The information which can be collected before a group exercise session including the needs and potential of the clients
- K7 How to collect and use client information to plan group exercise
- K8 The reasons for referring clients to other professionals and temporary deferral of exercise including common injuries

Planning group exercise

- K9 Equipment used in group exercise and its uses
- K10 The organisational, regulatory and legal requirements covering the use of music

Preparing for group exercise

- K11 How to prepare self, equipment and space for group exercise classes
- K12 The purpose and value of the warm up and safe and effective warm up activities for group exercise

Delivering group exercise

- K13 Appropriate instructing positions and how to observe clients throughout the session
- K14 Safe and effective alignment of exercise positions
- K15 Effective methods of combining movements
- K16 Principles of exercise instruction to ensure a safe and effective session
- K17 Different methods of adapting exercise to ensure appropriate progression and regression
- K18 Teaching methods and how to correct technical errors
- K19 Instructional and motivational techniques suitable for group exercise to support client adherence to exercise
- K20 Appropriate communication skills
- K21 Methods of voice projection and effective use of volume and pitch of voice
- K22 The structure of music and suitability of speed and type of music for the clients and section of the class
- K23 Safety factors during a session and how to identify any new risks
- K24 The principles of group behaviour management during group exercise sessions

Bringing group exercise to an end

- K25 The purpose and value of the cool down and safe and effective cool down activities for group exercise
 - K26 How to ensure clients can give feedback and receive information about future sessions
- Evaluating group exercise
- K27 Principles of evaluation and self-reflection
 - K28 How to use session evaluation to improve future sessions



B6. Plan and instruct water-based fitness

This standard describes the competence required to plan, deliver and evaluate water-based fitness activities.

The standard covers knowledge of aquatic exercise environments, their benefits and limitations, exercise techniques, and related equipment, exercise progressions, and stretching used in water-based classes.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information to plan water-based fitness sessions

1. Screen clients for health status and water familiarisation
2. Collect the information required to plan a water-based fitness class to include client characteristics and needs
3. Analyse the information and identify the implications for water-based fitness
4. Refer any client whose needs and potential cannot be met to another professional
5. Recommend clients seek advice from a health professional if necessary to clarify any concerns which may affect safe participation in water-based fitness
6. Follow legal and ethical requirements for the security and confidentiality of client information

Plan water-based fitness sessions

7. Plan objectives for water-based fitness
8. Determine the expected fitness outcome and session type for the client group
9. Plan the phases of the exercise session to include:
 - warm up
 - pulse raising,
 - dynamic stretching
 - main CV workout using the aerobic curve
 - pulse raiser,
 - main workout,
 - build down
 - muscular conditioning,
 - cool down and flexibility
10. Select safe and appropriate water-based exercises to help achieve expected fitness outcome in terms of intensity, duration, alternatives, and suitability for the expected clients
11. Develop session plans in relation to expected clients, goals and their level of ability
12. Ensure session plans describe overall class structure, class components, timings, sequence of class components, and safety considerations
13. Determine appropriate instructional techniques
14. Include the use of music where appropriate to the sessions' objectives – type, volume, speed, suitability to expected clients, choreography where relevant and take account of legal aspects of using music
15. Analyse site aspects and pool design and identify issues which impact on the conduct of activities.

16. Identify and plan for possible risks for the session

Prepare for water-based fitness sessions

17. Arrive in time to set up sessions, meet the clients punctually and make them feel welcome and at ease
18. Prepare self to teach sessions
19. Select appropriate client equipment and ensure it is in good working order
20. Allocate sufficient pool space and prepare instructor and safety resources for sessions
21. Help clients feel welcome and at ease in the pool environment
22. Check clients' level of experience and ability, identifying any new clients
23. Check clients' physical condition, whether they have an illness or injury and advise individuals of any reasons why they should not participate in the exercises where appropriate
24. Explain the purpose and value of the exercises, including warm-up and cool-down
25. Explain the exercises, including physical and technical demands
26. Advise clients where to position themselves in the pool
27. Use warm up activities that are safe and effective for the clients

Introduce clients to water-based fitness

28. Adopt appropriate positions to observe all clients and respond to their needs
29. Demonstrate water familiarisation techniques and skills to assist clients as required
30. Give explanations and demonstrations that are technically correct with safe and effective alignment and timing and movement quality of exercise positions that clearly translate to clients in the water
31. Demonstrate and instruct correct use of equipment during water-based fitness sessions
32. Demonstrate transferability of hydrodynamic principles and emulate water movement patterns when instructing from pool deck

Instruct water-based fitness sessions

33. Develop exercises gradually
34. Vary the pace and speed of exercise to ensure safety and effectiveness in the water
35. Keep to the timings for the session
36. Incorporate, where appropriate, the effective use of music
37. Give verbal instructions including volume, pitch and voice projection with or without a microphone

(CONTINUED - B6. Plan and instruct water-based fitness)

38. Use appropriate teaching methods to correct and reinforce technique
39. Provide feedback and instructing points which are timely, clear and motivational
40. Monitor exercise intensity, technique and safety of clients during the session and address difficulties as required according to client responses
41. Adapt exercises with suitable progressions and regressions according to client needs
42. Apply appropriate motivational techniques to encourage clients

Maintain client safety during water-based fitness sessions

43. Ensure clients exercise safely
44. Recognise the signs and signals of a client in difficulty and provide basic water assistance according to accepted best practice principles
45. Recognise and respond to inappropriate client behaviour to effectively manage group cohesion

Bring water-based fitness sessions to an end

46. Allow sufficient time to end the session according to clients' needs
47. Use cool down activities that are safe and effective for the clients
48. Close sessions in accordance with class plan
49. Give the clients an accurate summary of feedback on the session
50. Encourage clients to reflect on the session; ask questions; provide feedback; identify further needs
51. Make sure the clients have information about future sessions
52. Follow the correct procedures for checking and dealing with any equipment used
53. Leave the environment in a condition acceptable for future use

Evaluate water-based fitness sessions

54. Evaluate client response and feedback
55. Identify:
 - how well the exercises met clients' needs,
 - how effective and motivational the relationship with the clients was,
 - how well the instructing style matched the clients' needs
56. Evaluate own performance according to planned outcomes
57. Identify potential improvements for future sessions
58. Identify how to improve personal practice in water-based fitness instruction

Knowledge and Understanding

Exercise professionals should know and understand:

For the whole standard

- K1 The principles of training and components of fitness in terms of their use in water-based fitness
- K2 The motivational needs of exercise clients in water-based fitness classes
- K3 The physical, psychological and social reasons for clients participating in water-based fitness
- K4 Properties of water including:
 - mass,
 - density
 - viscosity
 - hydrostatic pressure

- K5 Forces that act upon the body in water including:
 - buoyancy
 - resistance
 - turbulence
 - propulsion
 - inertia
- K6 The effect water has on the body for example:
 - static and travelling balance,
 - greater range of joint movement,
 - mobility,
 - hyperbaric pressure on the chest
- K7 Water-based equipment including:
 - kickboards,
 - flotation belts and vests,
 - flippers,
 - balls,
 - dumbbells,
 - paddles,
 - webbed gloves,
 - resistance bands,
 - clothing and sun protection,
 - ankle cuffs,
 - shoes,
 - water-resistant heart rate monitors and stop watches
- K8 Pool instructor and safety resources including:
 - ropes,
 - reach poles,
 - flotation devices,
 - whistle,
 - access to hydration,
 - non-slip pool deck instructor mat,
 - instructor aqua frame,
 - microphone and sound system
- K9 Water familiarisation skills
- K10 The physiological and biomechanical effects of immersion in water in terms of:
 - heart rate,
 - respiration,
 - blood pressure,
 - heat conductance,
 - energy expenditure
- K11 Methods for modifying the body's resistance in water including:
 - inertia,
 - acceleration,
 - speed,
 - lever length,
 - range of motion,
 - surface area presented to water (such as hand position),
 - travelling,
 - current generation and use
- K12 The benefits and limitations of water-based exercise versus land-based exercise in terms of:
 - impact,
 - muscle balance,
 - energy expenditure,
 - movement speed/control,
 - range of motion,
 - muscle soreness,
 - strength development,
 - endurance,
 - posture,
 - barriers to effective instruction

(continued)

K13 The importance of the following environmental factors when planning sessions:

- water temperature and depth,
- humidity,
- air temperature

K14 The factors to consider when including non-swimmers in a session

K15 How water-based exercise can assist injury rehabilitation

K16 The roles and responsibilities of:

- pool owners and management,
- clients,
- aqua fitness instructors,
- pool lifeguards,
- pool maintenance staff

Collecting and analysing information

K17 The principles of screening clients prior to water-based exercise

K18 The information which can be collected before a water-based fitness class including the needs and potential of the clients

K19 How to collect and use client information to plan water-based exercise

K20 Concerns or conditions commonly considered as an impediment to safe participation in planned water-based activities

K21 The reasons for referring clients to other professionals and temporary deferral of exercise

Planning water-based fitness

K22 How to ensure the safety and welfare of clients appropriate to the environment, including:

- entry and exit to the water,
- Thermoregulation,
- continued visual contact with clients,
- use of electrical equipment,
- methods/movements to maintain or regain balance of their clients in the water

K23 The different purpose/objectives of water-based fitness activities including:

- different types of fitness,
- balance and coordination,
- drills, fun and aquatic games,
- social,
- movement functionality

K24 The exercise techniques used in water fitness classes in terms of the muscle groups used, the exercise purpose, and key technique points

K25 Exercise progressions for different exercise techniques

K26 Water-based fitness activities which may include:

- interval,
- circuit,
- drills,
- exercises,
- games,
- choreographed sessions to music,
- deep water session,
- equipment based

K27 How to use client information to plan water-based exercise

K28 Hydrodynamic principles to enable safe and effective water-based exercise

K29 The effect of the use of shallow and deep water when planning water-based fitness sessions

K30 Stretches and stretching movements used in water-based fitness sessions in terms of their purpose, execution and application

K31 The effects of thermoregulation on class structure

K32 How to use music to enhance water-based exercise including selection of the speed and type of music for the clients and phase of the class

K33 The legal requirements covering the use of music

K34 The effect of pacing and speed of exercises

Preparing for water-based fitness sessions

K35 The correct preparation of equipment used in water-based sessions

K36 How to prepare self for a water fitness class

K37 The purpose and value of the warm up and safe and effective warm up activities for water-based fitness

Delivering water-based fitness sessions

K38 Appropriate instructing positions and how to observe clients throughout the session

K39 Different instructional techniques which can be used including:

- formations,
- instructor preservation,
- visual and verbal cueing,
- mirror imaging,
- emulating water movements,
- anchored or weighted movement,
- active or energetic movement,
- propulsion or turbulent actions ,
- suspended movements in deep, chest deep or shallow water

K40 Effective methods of combining movements

K41 Different methods of adapting water-based exercises to ensure appropriate progression and regression

K42 Motivational techniques to provide appropriate encouragement and feedback to clients

K43 Appropriate communication skills

K44 How to develop client co-ordination by building exercises and movements up gradually

K45 Specific factors which can affect safety during water-based sessions

K46 The principles of group behaviour management during water-based sessions

Bringing water-based fitness sessions to an end

K47 The purpose and value of the cool down and safe and effective cool down activities for water-based fitness

K48 How to ensure clients can give feedback and receive information about future sessions

Evaluating water-based fitness sessions

K49 Principles of evaluation and self-reflection

K50 How to use session evaluation to improve future sessions

Personal Trainer Standards

A2. Carry out client fitness assessments

This standard describes the competence required to carry out a client fitness assessment. The standard covers: preparing for client fitness assessment; preparing clients; carrying out physical fitness assessments, interpreting and communicating assessment results to the client including referral of any at-risk clients to other professionals; maintaining records of assessment results and applying safety factors and ethical considerations.

Performance Criteria

Exercise professionals should be able to:

Prepare to assess client fitness

1. Explain to clients why fitness assessments are relevant to an individualised exercise programme
2. Decide with clients what information to collect through fitness assessments
3. If necessary, recommend clients seek medical assistance before taking part in fitness assessments
4. Choose fitness assessments appropriate to clients' current fitness capacity and readiness to participate
5. Explain the aims of planned fitness assessments to clients and what these assessments will involve
6. Explain clients' rights and ensure they provide consent to take part in fitness assessments
7. Organise the equipment so that fitness assessments can be carried out as planned

Conduct fitness assessments

8. Implement planned physical fitness assessments, which may include:
 - anthropometrics (e.g. height and weight, BMI, waist circumference or waist to hips ratio)
 - blood pressure (manual and digital where available)
 - body composition (e.g. callipers, bio-electrical impedance etc.)
 - cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc.) and submaximal predictive test of cardiovascular capacity using a specified protocol
 - range of motion (e.g. using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc.)
 - Muscular fitness (e.g. using validated/recognised protocols such as abdominal curl/sit-up test, press-up test etc.)

9. Use alternative methods of data collection where the use of the tests listed above is not appropriate for client needs and readiness
10. Apply effective contingency management techniques to deal with a range of problems and issues that may arise during fitness assessments
11. Show empathy for clients and put clients at ease during the fitness assessment process
12. Take account of all relevant safety considerations, including client monitoring during fitness assessments
13. Record fitness assessment results in a way that will help to analyse them

Analyse and record current levels of client fitness

14. Process assessment results according to protocol and calculation requirements
 15. Analyse the results of fitness assessments
 16. Record recommendations for the client's exercise programme
- Provide feedback to clients about their current levels of fitness
17. Communicate assessment data to clients using basic language which is free of jargon
 18. Explain the results of the fitness assessments and the implications for exercise programme design
 19. Explain the impact of reliability and validity on the value of exercise testing to clients
 20. Treat client information with sensitivity and discretion
 21. Make informed recommendations to clients on appropriate exercise programmes
 22. Refer any clients whose needs and potential they cannot meet to another professional, including more experienced/ qualified fitness professionals
 23. Maintain client confidentiality
 24. Seek feedback from clients to ensure the assessment results were understood

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

Preparing for fitness assessments

- K1 Why it is important to collect accurate information about clients
- K2 How to decide what information to collect
- K3 How to determine which methods of collecting information are appropriate according to the individual and consider alternatives to physical fitness assessments
- K4 Principles of informed consent
- K5 Tools and methods to conduct fitness assessments that enable client fitness capabilities to be assessed accurately
- K6 The strengths and weaknesses of the various methods of fitness assessment for different types of clients
- K7 Principles of programme design to enable fitness assessments to provide accurate information for the development of an appropriate exercise programme
- K8 Medical and health conditions indicating the need for a medical clearance

Conducting fitness assessments

- K9 Fitness industry standards and practices for the conduct of safe fitness assessments
- K10 How to conduct fitness assessments to measure:
 - Blood pressure
 - anthropometrics,
 - body composition,
 - cardiovascular fitness,
 - range of motion,
 - muscular fitness

and the key features and protocols related to these

- K11 How to use fitness assessment equipment
- K12 The protocols of specific exercise tests and their associated procedure
- K13 Formats for recording information, ensuring information is accessible for consideration during retesting in the future
- K14 The importance of showing empathy and being sensitive to clients' goals and current stage of readiness

Analysing the results of fitness assessments

- K15 How to analyse the results of fitness assessments according to protocol and calculation requirements
- K16 Policies and procedures to enable ethical and compliant collection, use and storage of client information

Providing feedback to clients on the results of fitness assessments

- K17 Methods of communicating results to clients
- K18 How to use the results of fitness assessments in programme design
- K19 The types of errors that can occur during exercise testing
- K20 Methods to improve the validity and reliability of testing for exercise clients
- K21 The impact of poor validity and reliability on exercise testing results in relation to exercise client motivation and programme design
- K22 Professional limitations relating to safe operation and scope of practice
- K23 The factors which effect the ability to exercise
- K24 When to refer clients to another professional, including more experiences/ qualified fitness professionals
- K25 Legal and organisational requirements for data protection and confidentiality

B8. Plan and deliver personal training sessions

This standard describes the competence to be able to plan and deliver personal training sessions. The personal training sessions will be part of a longer term exercise programme which the personal trainer has prepared for the client. Screening procedures and the collection of relevant information about the client will have taken place at the start of the programme.

Performance Criteria

Exercise professionals should be able to:

Plan personal training sessions

1. Plan a range of exercises to help clients achieve their objectives and goals, covering:
 - cardiovascular fitness,
 - muscular fitness,
 - flexibility,
 - motor skills,
 - core stability
2. Select appropriate instructional techniques and strategies
3. Use music appropriately if relevant to the session type and session objectives

Prepare the environment and equipment for personal training sessions

4. Obtain permission for use of public spaces if required
5. Evaluate the exercise environment for suitability for exercise and to ensure client safety
6. Identify, obtain and prepare the resources and equipment needed for planned exercises, improvising safely where necessary

Prepare clients for personal training sessions

7. Help clients feel at ease in the exercise environment
8. Explain the planned objectives and exercises to clients and how they meet client goals
9. Explain the physical and technical demands of the planned exercises to clients
10. Assess clients' state of readiness and motivation to take part in the planned exercises
11. Negotiate and agree with clients any changes to the planned exercises that meet their goals and preferences and enable them to maintain progress
12. Explain the purpose and value of a warm-up to clients
13. Provide warm-up activities appropriate to the clients, planned exercise and the environment

Demonstrate exercise exercises and use of equipment

14. Determine client's prior knowledge and skill in the exercise
15. Demonstrate the correct and safe performance of exercises to the client using appropriate anatomical terminology as required
16. Demonstrate safe and appropriate use of fitness equipment including cardio-vascular equipment, free weights and innovative exercise equipment

Instruct and adapt planned exercises

17. Provide clear instructions, explanations and demonstrations that are technically correct, safe and effective
18. Supervise client exercise sessions according to the exercise plan
19. Analyse clients' performance, providing positive reinforcement throughout
20. Correct techniques at appropriate points
21. Apply the limiting factors of the body's energy systems to the setting of exercise intensities as required
22. Progress or regress exercises according to clients' performance
23. Ensure clients can carry out the exercises safely on their own
24. Use motivational techniques for individual training to increase performance and adherence to exercise
25. Recommend and implement steps that improve exercise adherence for clients
26. Relate the location and function of the major bones and major joints to movement when instructing the client
27. Relate major muscles and their prime moving movements at major joints in the body to movement when instructing clients
28. Keep appropriate records of personal training sessions in relation to the overall programme

Bring exercise sessions to an end

29. Explain the purpose and value of cool-down activities to clients
30. Select and deliver cool-down activities according to the type and intensity of physical exercise and client needs and condition
31. Allow sufficient time for the closing phase of the session
32. Provide clients with feedback and positive reinforcement
33. Encourage clients to think about the session and provide feedback
34. Explain to clients how their progress links to their goals and the overall programme
35. Leave the environment in a condition suitable for future use

Reflect on providing personal training sessions

36. Review the outcomes of working with clients including their feedback
37. 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
38. Identify how to improve personal practice

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

Planning and preparing personal training sessions

- K1 Typical preferences, needs and expectations of clients, to include:
- cultural considerations,
 - fitness goals,
 - perceived benefits,
 - cost,
 - time availability
- K2 The needs and considerations for different types of clients, to include:
- experienced,
 - inexperienced,
 - active,
 - inactive
- K3 Fitness equipment which can be used in personal training, to include:
- exercise balls,
 - bars,
 - steps,
 - bands,
 - abdominal assisters,
 - plyometric training systems,
 - pin loaded, cardiovascular, free weight, hydraulic, electronic and air-braked equipment
- K4 Structure of the major body systems, bones, joints muscles and their function to enable the selection, instruction and adjustment of appropriate exercises to meet the needs of clients
- K5 How to plan a range of exercises for a personal training session
- K6 The physical and technical demands of exercises
- K7 Different client learning styles
- K8 Motivational techniques to provide feedback and encouragement to clients to maximise exercise adherence
- K9 The safe and effective use of fitness activity equipment to enable incorporation of equipment use within the program
Demonstrating exercise activities and use of equipment
- K10 How to perform a range of exercises in a safe and correct manner
- K11 Anatomical terminology relevant to correct exercise technique
- K12 How to adapt communication to meet clients' needs
- K13 The safe use of exercise equipment
Instructing and adapting planned exercises
- K14 Instructional techniques which can be used in personal training, to include:
- establishing rapport,
 - instructional position,
 - communication,
 - demonstration and motivational strategies,
 - positive feedback
- K15 The purpose and value of the warm up
- K16 How to instruct exercise during personal training sessions
- K17 Different methods of maintaining clients' motivation, especially when clients are finding exercises difficult

- K18 How to analyse client performance
- K19 The importance of correcting client technique and how to do it
- K20 How to adapt exercise to meet client needs during personal training sessions
- K21 Different methods of monitoring clients' progress during exercise
- K22 Why it is important to monitor individual progress especially if more than one client is involved in the session
- K23 When it may be necessary to adapt planned exercises to meet clients' needs
- K24 How to adapt exercise/exercise positions as appropriate to individual clients and conditions
- K25 How to modify the intensity of exercise according to the needs and response of the client
- K26 Why clients need to see their progress against objectives in terms of their overall goals and programme

Bringing personal training sessions to an end

- K27 The purpose and value of the cool down and how to deliver cool down activities
- K28 How to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment
- K29 Why clients need information about future exercise and physical activity, both supervised and unsupervised

Reflecting on providing personal training sessions

- K30 Understand how to review personal training sessions with clients
- K31 Why clients should be given the opportunity to ask questions, provide feedback and discuss their performance
- K32 How to evaluate own performance and improve personal practice

Personal training - Equipment and training specifications

Cardiovascular approaches to training:

- interval
- Fartlek
- continuous

Equipment:

- cardiovascular machines
- resistance machines
- free weights – including barbells and dumbbells and cables where available

Correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting

Resistance approaches to training:

- pyramid systems
- super-setting
- giant sets
- tri-sets
- forced repetitions
- pre-/ post-exhaust
- negative / eccentric training
- muscular strength, endurance / muscular fitness

C1. Design personal training programmes

This standard describes the competence required to design a personal training programme with clients. The standard covers collecting information about clients, analysing information and agreeing goals with clients, planning a personal training programme and designing an exercise plan.

Performance Criteria

Exercise professionals should be able to:

Collect information about clients

1. Establish a rapport with clients
2. Recognise any cultural barriers to exercise and personal training sessions
3. Explain the personal trainer role and responsibilities to clients
4. Collect the information needed to plan a programme using appropriate methods
5. Record the information using appropriate formats in a way that will aid analysis
6. Follow legal and ethical requirements for the security and confidentiality of client information
7. Identify when clients need referral to another professional

Analyse information and agree goals with clients

8. Analyse the collected information
9. Identify any barriers to participation and encourage clients to find a solution
10. Agree with clients their needs and readiness to participate
11. Work with clients to agree short, medium and long-term goals appropriate to their needs
12. Develop objectives for the programme and each phase of the programme, in consultation with clients
13. Record the agreed goals in a format that is clear to clients, the personal trainer and others who may be involved in the programme
14. Identify and agree strategies to prevent drop out or relapse
15. Agree how to maintain contact with clients between sessions

Plan personal training programmes

16. Plan specific outcome measures, stages of achievement and exercises/physical activities that are appropriate to clients' goals and level of fitness
17. Make sure exercises/physical activities are consistent with accepted good practice
18. Explain and agree the demands of the programme with clients
19. Plan and agree a progressive timetable of sessions with clients
20. Agree appropriate evaluation methods and review dates
21. Identify the resources needed for the programme, including the use of environments not designed for exercise
22. Apply the principles of training to help clients to achieve short, medium and long term goals
23. Ensure the components of fitness are built into the programme
24. Ensure effective integration of all programme exercises/physical activities and sessions
25. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned

26. Record plans in a format that will help to implement the programme
27. Use clear and structured forms when writing exercise plans and exercise programmes
28. Identify the need for support personnel within the programme

Plan components of personal training programmes

29. Plan a resistance programme that matches a client's documented:
 - exercise goals and preferences,
 - current strength status and movement capabilities,
 - injury profile,
 - exercise risk factors,
 - possible barriers
30. Plan a cardiovascular programme that matches a client's documented:
 - exercise goals and preferences,
 - current cardiovascular fitness,
 - injury profile,
 - exercise risk factors
 - possible barriers
31. Outline the various types of conditioning appropriate to client goals and fitness levels

Present and agree personal training programmes with clients

32. Present an exercise programme to a client and gain endorsement and commitment to the programme and planned client tasks
33. Ensure the client's overall objective/goal is allocated to a date that is achievable and challenging, and is agreed to by the client
34. Plan for providing motivation and encouragement to clients during the programme
35. Describe the physiological changes and anatomical changes that occur with regular participation in the specific programme to clients
36. Identify the smaller goals that must be achieved for successful attainment of the overall goal of the client and that these are allocated to timeframes against a calendar, prioritised and agreed with the client
37. Demonstrate an awareness of clients' needs, objectives and exercise likes and dislikes when writing exercise plans
38. Design an exercise plan format and structure that is appropriate to the client and the specific target adaptation
39. Use the programming principles of planning for specific fitness adaptations when writing fitness exercise plans
40. Identify and agree barriers relating to the activities required to achieve the exercise plan and record these with possible intervention strategies

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

Collecting information about clients

- K1 How to establish rapport with clients and the communication skills needed for effective personal training
- K2 The importance of showing empathy and being sensitive to clients' goals and current stage of readiness
- K3 How to decide what information to collect about clients
- K4 How to collect information using a variety of methods:
- interview,
 - questionnaire,
 - observation,
 - physical/fitness assessments
- K5 The types of information to collect before designing an exercise programme including:
- personal goals,
 - lifestyle,
 - medical history,
 - physical activity history,
 - physical activity likes and dislikes,
 - attitude,
 - motivation to participate and barriers to participation,
 - current fitness level,
 - stage of readiness,
 - posture and alignment,
 - functional ability
- K6 The legal and ethical implications of collecting client information, including:
- confidentiality,
 - informed consent,
 - data protection
- K7 Why it is important to collect accurate information about clients
- K8 The strengths and weaknesses of the various methods of collecting information for different types of clients
- K9 How to screen clients prior to a personal training programme
- K10 Formats for recording information
- K11 How to interpret information collected from the client in order to identify client needs and goals
- K12 The types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications
- K13 How and when personal trainers should refer clients to another professional

Analysing information and agreeing goals with clients

- K14 How to organise information in a way which will help to interpret and analyse it
- K15 How to analyse and interpret collected information so that client needs and goals can be identified
- K16 How to identify personal training goals with clients
- K17 Why it is important to base goal setting on analysis of clients' needs
- K18 Why it is important to identify and agree short, medium and long term goals with clients and ensure that these take account of barriers and discrepancies, including client fears and reservations about physical activity

- K19 How to identify clients' short, medium and long term goals to include:
- general health and fitness,
 - physiological,
 - psychological,
 - lifestyle,
 - social,
 - functional ability

K20 The importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change

K21 The importance of clients understanding the advantages of taking part in a personal training programme and identifying any obstacles they may face

K22 Barriers which may prevent clients achieving their goals

K23 Strategies which can prevent drop out or relapse

K24 Why it is important for clients to understand the advantages of personal training

K25 Why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations

K26 How to ensure clients commit themselves to long-term change

Planning a personal training programme

K27 How to access and use credible sources of guidelines on programme design and safe exercise

K28 How to identify accepted good practice in designing personal training programmes

K29 How to research and identify exercises and activities which will help clients to achieve their goals

K30 How to programme exercise to develop:

- cardiovascular fitness,
- muscular fitness,
- flexibility,
- motor skills,
- core stability

K31 How to design exercise programmes for clients with a range of goals including:

- general health and fitness,
- physiological,
- psychological,
- lifestyle,
- social,
- functional ability

K32 The key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions

K33 A range of safe and effective exercises/physical activities to develop:

- cardiovascular fitness,
- muscular fitness,
- flexibility,
- motor skills,
- core stability

K34 How to structure the sessions which make up the programme

K35 How to include physical activities as part of the client's lifestyle to complement exercise sessions

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- K36 How to work in environments that are not specifically designed for exercise/physical activity
- K37 How to apply the principles of training to programme design
- K38 How to make sure the components of fitness are built into the programme
- K39 When it might be appropriate to share the programme with other professionals
- K40 The range of resources required to deliver a personal training programme, including:
- environment for the session,
 - portable equipment,
 - fixed equipment
- K41 How to record the programme
- K42 Why it is important to agree the programme with clients
- K43 How to use a range of cardiovascular equipment in exercise programming including:
- bikes,
 - treadmills,
 - elliptical trainers,
 - steppers,
 - rowing machines
- K44 How to use a range of free weight equipment in exercise programming including:
- bars,
 - dumbbells,
 - collars,
 - barbells,
 - benches
- K45 How to use a range of resistance machines in exercise programming
- K46 How to use a range of exercise equipment in exercise programming including:
- exercise balls,
 - bars,
 - steps,
 - bands
- K47 Physiological adaptations that take place as a result of taking part in an exercise programme
- K48 How to design exercise programmes for a range of clients including experienced or inexperienced, various ages, active or inactive
- K49 How to develop exercise programmes which may include:
- client detail,
 - current fitness level,
 - client goals,
 - targeted adaptations,
 - anticipated rate of client adaptation,
 - periodization of multiple target adaptations,
 - number and nature of specific session programs,
 - equipment requirements,
 - facility requirements,
 - review dates



C2. Manage, review, adapt and evaluate personal training programmes

This standard describes the competence required to manage personal training programmes with clients and adapt programmes based on review and evaluation. It is very important for personal trainers to evaluate physical activity programmes, assess how effective they have been for clients and to learn lessons for future practice. The standard covers gathering and analysing information on the client's fitness, exercise plan, attendance record and schedule of tasks; discussing performance with the client and identifying factors that help or hinder progress; developing strategies with the client in the areas of support, planning, and effort, to enhance performance; confirming or updating goals in line with client's expectations, experiences and results; adapting exercise programmes in line with the new exercise plan and updated goals.

Performance Criteria

Exercise professionals should be able to:

Manage personal training programmes for clients

1. Monitor effective integration of all programme exercises/physical activities and sessions
2. Undertake client support tasks and document them in a diary or calendar, including calls, next assessment date, any planned contact time
3. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned

Monitor and review on-going progress with clients

4. Monitor clients' progress using appropriate methods
5. Explain the purpose of review to clients
6. Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances
7. Encourage clients to give their own views on progress
8. Assess clients for relevant fitness level changes
9. Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data
10. Give feedback to clients during their review that is likely to strengthen their motivation and adherence
11. Recognise the signs and symptoms of overtraining and utilise strategies for its prevention
12. Agree review outcomes with clients
13. Keep an accurate record of reviews and their outcome
14. Develop strategies with clients in the areas of support, planning, and effort, to enhance performance

Adapt personal training programmes with clients

15. Identify goals and exercises/physical activities that need to be redefined or adapted
16. Agree adaptations, progressions or regressions to meet clients' needs as and when necessary to optimise their achievement
17. Identify and agree any changes to resources and environments

18. Introduce adaptations in a way that is appropriate to clients and their needs
19. Record changes to programme plans to take account of adaptations
20. Analyse and incorporate clients' exercise likes and dislikes into a modified exercise plan
21. Review clients' goals and incorporate changes to goals into the exercise plan
22. Confirm or update goals in line with clients' expectations, experiences and results
23. Write revised programme and provide instruction to clients

Work with clients to evaluate personal training programmes

24. Collate all available information regarding the planned programme and client objectives
25. Collate information regarding client progress, adaptations to the programme and the reasons for adaptation
26. Collate information regarding client adherence
27. Collect structured feedback from clients
28. Analyse available information and feedback
29. Draw conclusions about the effectiveness personal training programmes
30. Discuss conclusions with clients and take account of their views

Identify lessons for future practice

31. Identify the relative success of each programme component
32. Prioritise those programme components that are vital to improving practice
33. Identify how programme components could be improved
34. Share conclusions with relevant people and take account of their feedback
35. If necessary, undertake further research and development to improve programme components
36. Note lessons for future practice

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

Managing and reviewing a personal training programme with clients

- K1 How to integrate all parts of a personal training programme effectively
- K2 How to undertake client support tasks
- K3 The importance of monitoring and reviewing programmes with clients
- K4 Methods of collecting, analysing and recording information that will help to review progress against goals and initial baseline data
- K5 How to communicate information to clients and provide effective feedback
- K6 Why it is important to encourage clients to give their views
- K7 How to analyse and record clients' progress
- K8 Why it is important to agree changes with clients
- K9 Why it is important to communicate progress and changes to all those involved in the programme
- K10 Why it is important to keep accurate records of changes and the reasons for change
- K11 How to recognise signs and symptoms of overtraining

Adapting personal training programmes with clients

- K12 How to review short, medium and long term goals with clients taking into account any changes in circumstances
- K13 How to identify exercise/physical activities which need to be redefined or adapted
- K14 How to identify changes required to resources or environments
- K15 How the principles of training can be used to adapt the programme where goals are not being achieved or new goals have been identified
- K16 How to make changes to the programme and exercise plan
- K17 How to communicate adaptations to clients and other professionals
- K18 The different training systems and their use in providing variety and ensuring programmes remain effective
- K19 Why it is important to keep accurate records of changes and the reasons for change

Working with clients to evaluate personal training programmes

- K20 Why it is important to evaluate personal training programmes
- K21 The principles of evaluation
- K22 What information is needed to evaluate personal training programmes
- K23 Why it is important to evaluate all stages and components of personal training programmes
- K24 Methods which can be used to get structured feedback from clients
- K25 How to analyse information and client feedback
- K26 Why it is important to discuss conclusions with the client

Identifying lessons for future practice

- K27 Why continuous improvement is important for personal trainers
- K28 How to prioritise which programme components to work on
- K29 Programme components which are vital to improving practice:
 - information gathering,
 - planning,
 - selection and structure of activities,
 - programme management,
 - programme monitoring,
 - programme adaptation and progression,
 - client relationship,
 - client motivation and adherence,
 - client satisfaction
- K30 Sources of information, advice and best practice on how to improve programme components
- K31 Why it is important to share conclusions about improving own practice with other people
- K32 How to make use of improvements in the future



C3. Apply the principles of nutrition and weight management to exercise programme design

This standard describes the competence required to design exercise plans and programmes to change body composition and help clients achieve nutrition and weight management goals. The standard covers collecting information from clients and setting goals relevant to nutrition and weight management, and implementing an exercise programme to achieve these goals.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse nutrition and weight management information

1. Collect information needed to provide clients with appropriate healthy eating and nutritional advice
2. Measure the body composition of clients where appropriate
3. Determine clients' daily energy requirements
4. Analyse collected information including nutritional needs and preferences in relation to the clients' current status and nutritional goals
5. Follow legal and ethical requirements for the security and confidentiality of client information

Plan how to apply the principles of nutrition and weight management to an exercise programme

6. Agree with clients short, medium and long term nutritional goals appropriate to their needs
7. Access and make use of credible sources of information and advice in establishing nutritional goals with clients
8. Ensure that the nutritional goals support and integrate with other programme components
9. Identify potential barriers to clients achieving goals and identify and agree strategies to prevent non-compliance or relapse
10. Record information about clients and their nutritional goals in an approved format
11. Identify when clients need referral to another professional such as a medical professional or qualified nutritionist
12. Identify and agree review points

Apply the principles of nutrition and weight management to an exercise programme

13. Monitor, evaluate and review the clients' progress towards their nutrition and weight management goals
14. Apply body-composition management guidelines to develop an exercise plan relevant to the clients' goals and fitness levels
15. Utilise the principles of balanced nutrition to provide healthy eating advice for clients
16. Outline healthy eating options and hydration requirements for the exercise plan to clients
17. Provide current and accurate general healthy eating advice from national or international best practice guidelines appropriate to the needs and goals of clients and recognise and refer situations outside own scope of practice to other professionals
18. Discuss and confirm the exercise plan and healthy eating advice with clients

19. Apply principles of motivation and behaviour modification to encourage exercise and healthy eating adherence

Modify and review nutrition and weight management strategies

20. Determine the appropriate exercise modifications or changes to healthy eating advice in conjunction with relevant medical or allied health professionals
21. Communicate proposed changes to the exercise plan or healthy eating advice and reason for any change to clients
22. Reappraise clients' body composition at agreed stages of the program
23. Review client short and long term goals and exercise plan

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Types of information which can be collected from clients:
- personal goals,
 - lifestyle,
 - medical history,
 - physical activity history,
 - diet history,
 - food preferences,
 - supplement use,
 - nutritional knowledge,
 - attitudes and motivation,
 - stage of readiness,
 - medications
- K2 Appropriate methods and protocols for collecting general information about eating habits from clients
- K3 Typical nutritional goals of clients:
- healthy eating,
 - weight management,
 - improved fitness,
 - improved self-image,
 - improved health,
 - fat loss,
 - muscle gain
- K4 How to use body composition appraisal techniques covering:
- weight,
 - height,
 - hip circumference,
 - waist circumference,
 - skin folds,
 - body mass indices

(continued)

- K5 Body composition measurement methods and the relationship between body composition, fat distribution and health to enable the development of realistic and achievable exercise plans and healthy eating advice aligned to client needs and targets
- K6 Healthy eating advice to include:
- general healthy eating principles,
 - dietary guidelines and recommendations
- K7 Management of body composition management in terms of:
- metabolism,
 - energy expenditure,
 - energy intake,
 - balance between energy intake and energy expenditure,
 - changes to body composition,
 - muscle gain
- K8 How to analyse and interpret collected information so that clients' needs and nutritional goals can be identified
- K9 How to interpret information gained from methods used to assess body composition and health risk in relation to weight
- K10 Principles of balanced nutrition:
- energy balance,
 - recommended daily intake of nutrients,
 - fuel for exercise,
 - fuel for minimising post-exercise fatigue and maximising recovery,
 - hydration levels,
 - food groups,
 - dietary guidelines,
 - essential nutrients,
 - food labelling and preparation
- K11 The relationship between healthy eating options and current dietary guidelines for a balanced diet to enable the provision of accurate information to clients
- K12 Structure and function of the digestive system and the effect of healthy eating on other major body systems
- K13 Factors that influence fat-loss response to exercise to enable effective goal setting
- K14 Professional boundaries and the role and limitations of exercise professionals in providing healthy eating information and situations requiring advice from suitably qualified medical or allied health professionals
- K15 Guidelines for developing exercise plans to change body composition
- K16 Structure and function of the digestive system
- K17 The meaning of key nutritional terms including:
- diet,
 - healthy eating,
 - nutrition,
 - balanced diet,
 - body composition
- K18 The function and metabolism of:
- macro nutrients,
 - micro nutrients
- K19 The main food groups and the nutrients they contribute to the diet
- K20 The calorific value of nutrients
- K21 Food labelling information
- K22 The relationship between nutrition, physical activity, body composition and health including:
- links to disease/disease risk factors,
 - cholesterol ,
 - types of fat in the diet
- K23 Relevant nutritional guidelines
- K24 How to access reliable sources of nutritional information
- K25 The importance of communicating health risks associated with weight loss fads and popular diets to clients
- K26 The potential health and performance implications of severe energy restriction, weight loss and weight gain
- K27 How to deal with clients at risk of nutritional deficiencies
- K28 How cultural and religious dietary practices can influence nutritional advice
- K29 Safety, effectiveness and contraindications relating to protein and vitamin supplementation
- K30 Why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a medical professional such as a Registered Dietician
- K31 The role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production
- K32 The components of energy expenditure and the energy balance equation
- K33 Energy expenditure for different physical activities
- K34 How to estimate energy requirements based on physical activity levels and other relevant factors
- K35 The nutritional requirements and hydration needs of clients engaged in physical activity
- K36 Basic dietary assessment methods
- K37 How to recognise the signs and symptoms of disordered eating and healthy eating patterns
- K38 The circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician
- K39 The barriers which may prevent clients achieving their nutritional goals
- K40 How to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse
- K41 The need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme

C4. Apply the principles of exercise science to programme design

This standard describes the competence required to utilise a broad knowledge of exercise science principles in exercise programme design and fitness training. The standard covers the main areas of musculoskeletal anatomy, biomechanics and physiology.

Performance Criteria

Exercise professionals should be able to:

Apply knowledge of musculoskeletal anatomy to programme design

1. Apply knowledge of skeletal anatomy to exercise planning, programming and instruction
2. Apply knowledge of the integrated monitoring and control of skeletal muscle contraction by the nervous system to exercise planning, programming and instruction
3. Apply knowledge of the structure, range of motion and function of muscles, muscle groups and directional terms to exercise planning, programming and instruction

Apply knowledge of biomechanics to programme design

4. Analyse and apply the forces acting on the body during exercise and basic mechanical concepts to exercise
5. Use the common terms used to qualify the basic principles of biomechanics when instructing fitness activities
6. Use the lever systems in the human body and their role in movement and stability to provide safe and effective exercises for clients
7. Use resistance equipment to alter the force required by muscles and affect joint stability when developing programs and instructing fitness activities
8. Take into account the effect of changes in lever length on muscle force output in both anatomical and mechanical lever when instructing fitness activities

Apply knowledge of physiology to programme design

9. Apply knowledge of the structure and function of the cardiovascular system to exercise
10. Apply knowledge of the structure, processes and function of body energy systems involved in the storage, transport, and utilisation of energy
11. Apply knowledge of the physiological responses of the human body to physical activity and exercise
12. Apply knowledge of the physiological adaptations and weight bearing of the human body to regular exercise to exercise planning, programming and instruction.
13. Apply knowledge of the physiological responses to physical activity in various environmental conditions to exercise planning, programming and instruction

Knowledge and Understanding

Exercise professionals should know and understand:

Musculoskeletal anatomy

- K1 Joints in the skeleton
 - K2 The structure and function of the skeleton
 - K3 Cellular structure of muscle fibres
 - K4 Sliding filament theory
 - K5 Effects of different types of exercises on muscle fibre type
 - K6 Muscle attachment sites for the major muscles of the body
 - K7 Structure, range of motion and function of muscles, muscle groups and directional terms
 - K8 Location and function of skeletal muscle involved in physical activity
 - K9 Anatomical axis and planes with regard to joint actions and different exercises
 - K10 Joint actions brought about by specific muscle group contractions
 - K11 Joints/joint structure with regard to range of motion/movement and injury risk
 - K12 Joint movement potential and joint actions
 - K13 The specific roles of:
 - the central nervous system (CNS),
 - the peripheral nervous system (PNS) including somatic and autonomic systems
 - K14 Nervous control and transmission of a nervous impulse
 - K15 Structure and function of a neuron
 - K16 Role of a motor unit
 - K17 Function of muscle proprioceptors and the stretch reflex
 - K18 Reciprocal inhibition and its relevance to exercise
 - K19 The neuromuscular adaptations associated with exercise/training
 - K20 The benefits of improved neuromuscular coordination/efficiency to exercise performance
- #### Biomechanics
- K21 The forces which act on the body during exercise
 - K22 Common biomechanical terms
 - K23 The lever system in the body
 - K24 The structure and function of the stabilising ligaments and muscles of the spine

(continued)

- K25 The local muscle changes that can take place due to insufficient stabilisation
- K26 The potential effects of poor posture on movement efficiency
- K27 The potential problems that can occur as a result of postural deviations
- K28 The benefits, risks and applications of the following types of stretching: static (passive and active), dynamic
- K29 Proprioceptive neuromuscular facilitation
- K30 Different exercises that can improve posture

Physiology

- K31 The function of the heart valves
- K32 Coronary circulation
- K33 Short and long term effects of exercise on blood pressure, including the valsalva effect
- K34 The cardiovascular benefits and risks of endurance/aerobic training
- K35 Blood pressure classifications and associated health risks
- K36 The contribution of energy according to:
 - duration of exercise/activity being performed
 - type of exercise/activity being performed
 - intensity of exercise/activity being performed
- K37 The by-products of the three energy systems and their significance in muscle fatigue
- K38 The effect of endurance training/advanced training methods on the use of fuel for exercise
- K39 Physiological responses of the human body to physical activity and exercise
- K40 Cardiovascular and respiratory adaptations to endurance/aerobic training
- K41 The short and long term effects of exercise on blood pressure
- K42 The effects of exercise on bones and joints including the significance of weight bearing exercise
- K43 Delayed onset of muscle soreness (DOMS)
- K44 Exercises or techniques likely to cause delayed onset of muscle soreness
- K45 The short and long term effects of different types of exercise on muscle
- K46 The benefits and limitations of different methods of monitoring exercise intensity including: the talk test, Rate of Perceived Exertion (RPE)
- K47 Heart rate monitoring and the use of different heart rate zones
- K48 Physiological responses to physical activity in various environmental conditions



D2. Support long term behaviour change by monitoring client exercise adherence and applying motivational techniques

This standard describes the competence required to analyse client behaviour and motivate clients to commence and adhere to a long term exercise plan. The standard also covers monitoring attendance against the client's exercise plan and intervening to maintain client attendance, monitoring progress against the exercise programme and providing support and motivation to exercise clients.

Performance Criteria

Exercise professionals should be able to:

Collect information to assist clients to develop strategies for long-term behaviour change

1. Obtain information about clients' current exercise behaviour and their attitude towards exercise to determine the stage of readiness to change behaviour
2. Assess the level of motivation, commitment and confidence of clients to change attitudes, beliefs and behaviour
3. Identify clients' goals for taking part in regular physical activity and readiness to change behaviour
4. Analyse the clients' lifestyle and identify opportunities for exercise and physical activity
5. Identify the clients' preferences for exercise
6. Identify appropriate incentives and rewards for the clients taking part in physical activity
7. Identify clients' perceived barriers to exercise and other factors that may impact negatively on the success of exercise behaviour change

Assist clients to develop strategies for long-term behaviour change

8. Implement effective goal setting to support clients to adhere to long term exercise behaviour
9. Present motivational strategies appropriate to individual client, social and cultural differences, needs, barriers and other influences
10. Work with the clients to select and adapt a long term strategy to adhere to exercise and physical activity, building on opportunities, preferences and incentives and minimising barriers
11. Ensure chosen strategies to motivate exercise behaviour change are based on behaviour change models, processes of change, evidence based research and client characteristics
12. Emphasise short and long term benefits of regular exercise to encourage exercise behaviour change
13. Advise clients on techniques that may increase their adherence to exercise
14. Recognise and take account of common reasons for discontinuation of exercise programmes when setting programme guidelines
15. Use the physical and the psychological characteristics that apply to each stage of fitness, stages of change and the most appropriate form of motivation at each level

Assist clients to implement strategies to improve client exercise adherence

16. Work with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change
17. Provide support to clients' adherence strategy to achieve long-term behaviour change in line with their goals
18. Monitor the clients' adherence to exercise and physical activity
19. Demonstrate an understanding of the determinants of exercise adherence that influence an individual's behaviour
20. Demonstrate appropriate manner, empathy and patience when working with clients embarking on behaviour change
21. Monitor and review progress regularly to reinforce efforts
22. Identify on-going barriers to continuation of long term exercise and provide motivational strategies as appropriate
23. Assess changes in behaviour in collaboration with the client to determine the effectiveness of the strategies implemented and make appropriate adjustments
24. Monitor attendance against the client's exercise plan and intervene to maintain client attendance

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Behavioural strategies to enhance exercise, health behaviour change and lifestyle modifications
- K2 Stages of motivational readiness and processes of change
- K3 Types of motivation, theory of achievement motivation and specific techniques to enhance motivation
- K4 Role of intrinsic and extrinsic motivation in exercise behaviour
- K5 Methods of evaluating self-motivation, self-efficacy and readiness for behaviour change
- K6 Arousal and anxiety theory, and its relationship to exercise performance, adherence and behaviour change
- K7 Goal setting techniques

(continued)

- K8 Different behaviour change models including:
- health belief model,
 - trans-theoretical model,
 - motivational change model,
 - social cognitive model,
 - theory of planned behaviour,
 - relapse prevention model
- K9 Processes of change within behaviour change strategies:
- cognitive processes,
 - behavioural processes
- K10 Different strategies to improve exercise adherence including:
- prompts,
 - contracting,
 - perceived choice,
 - reinforcement,
 - feedback,
 - rewards,
 - self-monitoring,
 - goal setting,
 - social support,
 - decision balance sheet,
 - physical setting,
 - exercise variety,
 - minimised discomfort and injury,
 - group training,
 - enjoyment,
 - periodic fitness and health assessment,
 - progress charts
- K11 The personal and environmental factors which can affect exercise adherence
- K12 Different barriers to exercise to include:
- lack of time,
 - lack of energy,
 - lack of motivation,
 - excessive cost,
 - illness or injury,
 - feeling uncomfortable,
 - lack of skill,
 - fear of injury,
 - fear of safety,
 - lack of child care,
 - insufficient access,
 - lack of support,
 - lack of transportation
- K13 How to collect information about client's attitude towards exercise to include:
- client expectations,
 - coping techniques,
 - defence mechanisms,
 - belief systems and values,
 - social support systems,
 - stage of readiness for change
- K14 The stages of readiness for change:
- pre-contemplation,
 - contemplation,
 - preparation,
 - action,
 - maintenance,
 - relapse
- K15 Principles of goal setting:
- short, medium and long terms goals,
 - SMART goals,
 - outcome, process and performance goals,
 - goal achievement strategies,
 - goal support,
 - evaluation and feedback,
 - recording goals,
 - linked to personality and motivation
- K16 Arousal control techniques:
- anxiety management,
 - progressive relaxation,
 - stress management,
 - visualisation,
 - self-talk
- K17 Components of motivation:
- direction of effort,
 - intensity of effort,
 - persistence of behaviour
- K18 How to communicate effectively verbally and non-verbally
- K19 Principles of behaviour change to include:
- changes to exercise behaviour,
 - changes to dietary intake,
 - lifestyles changes
- K20 Personal and situational factors which can affect exercise adherence:
- personality,
 - self-concept,
 - efficacy,
 - habits,
 - lifestyle,
 - family situation



The following business standards are not a core part of personal training standards in all countries

J1. Undertake small business planning

This standard describes the competence required to research and develop an integrated business plan for achieving business goals and objectives. This work is undertaken by individuals who operate a small business. The standard is suitable for micro and small businesses or a department in a larger organisation within the fitness industry.

Performance Criteria

Exercise professionals should be able to:

Develop a business plan

1. Identify and document business goals and objectives as a basis for measuring business performance
2. Research resources, legal and compliance requirements, specifically in relation to occupational health and safety, in accordance with business goals and objectives
3. Research market needs, and market size and potential, and assess the competition
4. Develop a financial plan and identify sources and costs of finance to provide required liquidity and profitability for the business
5. Develop marketing strategies and identify methods to promote the market exposure of the business
6. Develop a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives
7. Identify staffing requirements to effectively deliver products and services
8. Identify specialist services and sources of advice, where required, and cost in accordance with resources available

Develop strategies for minimising commercial risks

9. Identify specific interests and objectives of relevant people and seek and confirm their support of the planned business direction
10. Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements
11. Develop contingency plan to address possible areas of non-conformance with the plan
12. Identify and plan for, occupational health and safety and duty of care responsibilities

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 The purpose of a business plan
- K2 The essential components of the business plan
- K3 National legislative requirements relating to business operation
- K4 The business planning process
- K5 How to prepare a business plan
- K6 Principles of risk management relevant to business planning
- K7 How to set business goals and objectives
- K8 Types of business planning - feasibility studies; strategic, operational, financial and marketing planning
- K9 How to develop a contingency plan
- K10 The different elements of a business plan
- K11 A range of business goals and objectives
- K12 Occupational health and safety issues
- K13 Elements of a financial plan
- K14 Marketing strategies
- K15 Production/operations plans
- K16 How to determine staffing requirements for the business
- K17 How to bring in and work with specialist services
- K18 Risk management strategies for business

J2. Market and sell services in fitness

This standard describes the competence required to market and sell services in the fitness industry. Working on a freelance basis or in a context where there is an expectation to generate business requires more than just technical skills. To succeed on a freelance basis prospective clients must be aware of services on offer and their value. The standard covers the planning of marketing and sales, marketing services, selling directly to clients and following up enquiries.

Performance Criteria

Exercise professionals should be able to:

Plan marketing and sales

1. Research new and existing markets for services
2. Identify existing and new trends in the fitness industry
3. Identify competitors and analyse their strengths and weaknesses
4. Identify the types of client who might be interested in their services and the benefits they are looking for
5. Develop and cost services that will be attractive to potential clients
6. Set realistic and achievable marketing and sales targets within reasonable timescales
7. Decide how to evaluate marketing and sales

Market services

8. Identify the best ways to reach potential clients
9. Present services so that they are attractive to potential clients, including talking to people, through printed materials or electronically
10. Make sure potential clients hear about services and understand their value and benefits
11. Keep track of marketing and sales and compare against targets
12. Find ways of improving marketing and sales

Sell services directly to clients

13. Identify clients' needs and expectations
14. Suggest services that meet clients' needs and expectations
15. Provide information - spoken, written or electronic - about services and their benefits clearly, accurately
16. Give clients a full opportunity to ask questions and discuss services and their benefits
17. Identify buying signals from clients and use these to move the sale on
18. Offer and agree a service that meets clients' needs
19. Make sure clients are ready to commit themselves to the sale
20. Agree terms with clients and make sure they are satisfied with the sale
21. Make sure all relevant documents are completed

Follow up marketing and client enquiries

22. Develop and keep up-to-date a client service management system
23. Keep in regular contact with existing clients and with those who have made enquiries
24. Provide them with information on new and existing services
25. Respond promptly and positively to further enquiries and make efforts to obtain new business
26. Follow all legal and organisational requirements for data protection

Knowledge and Understanding

Exercise professionals should know and understand:

Planning marketing and sales

- K1 Why it is important to plan marketing and sales
- K2 Where to find out information about the market
- K3 How the market is segmented, for example, by:
 - age,
 - income,
 - lifestyle and image,
 - buying habits,
 - occupation and social class,
 - the benefits that potential clients are looking for etc.
- K4 How to assess the market for services taking account, for example, of:
 - the price of services,
 - how to promote the service,
 - customer needs and expectations,
 - trends in the industry etc.
- K5 How to identify competitors and their strengths and weaknesses
- K6 How to identify own strengths and weaknesses
- K7 How to develop services that address a certain 'niche' in the market
- K8 How to cost services and develop marketing and sales plans that take account of cash flow and tax considerations
- K9 The importance of testing proposed products and services with other people
- K10 The importance of having realistic and achievable targets for marketing and sales
- K11 How to develop sales and marketing targets

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K12 The importance of being able to evaluate sales and marketing plans and how to develop ways of monitoring and evaluating marketing and sales

Marketing services

- K13 How to identify the best ways of reaching potential clients
- K14 The 'image' clients may have of the types of services on offer and how to develop a unique image
- K15 How to present services so that they and their benefits will be attractive to clients
- K16 Different ways to present services
- K17 The importance of being proactive in marketing
- K18 Methods of monitoring marketing and sales

Selling services directly to clients

- K19 The importance of being proactive in selling without giving the impression of 'the hard sell' and how to do so
- K20 Why it is important to correctly identify clients' needs and expectations in relation to the services on offer
- K21 The importance of having as much information, or sources of information, about services and their benefits available
- K22 How to communicate about services and their benefits clearly and in a way that will motivate clients to take them up
- K23 The importance of giving clients the opportunity to ask questions and discuss services and their benefits
- K24 The importance of being able to negotiate services that meet the client's needs and how to negotiate a sale
- K25 Why it is important to agree terms with the client and how to do so
- K26 The relevant documents that need to be completed and why these are important.

Following up marketing and client enquiries

- K27 The importance of keeping up to date information on marketing and client enquiries
- K28 The features of a client service management system and how to choose a method that is most appropriate
- K29 The legal and organisational requirements for data protection



J3. Establish and operate a personal training business

This standard describes the competence required to establish and operate an independent personal training business. The standard covers analysing the financial elements of personal training businesses; analysing the demand for personal training; analysing the personality traits, knowledge, and skills exhibited by personal trainers that influence the success of their businesses; and comparing the advantages and disadvantages of setting up a personal training business in various situations. The standard also covers self-analysis, market analysis, personal training in a facility and business planning and administration tasks.

Performance Criteria

Exercise professionals should be able to:

Plan the financial elements of operating a personal training business

1. Analyse income and expense generating elements of personal training businesses
2. Undertake financial planning for the personal training business

Establish a personal training business

3. Assess the demand for personal training
4. Complete a self-analysis with regard to becoming a personal trainer in terms of assessing own personality traits, knowledge and skills in relation to those required for a successful personal training business
5. Consider personal philosophy and approach to personal training
6. Summarise the opportunities and risks in starting a personal training business
7. Determine the outputs for a personal training business, to include:
 - net financial returns (break-even and best case based on costs and financial goals – including debt servicing and savings),
 - opportunities (for example travel, professional development, personal development),
 - lifestyle (for example spare time, standard of living)
8. Determine the inputs for a personal training business, to include:
 - contact hours, non-contact hours,
 - appointment times,
 - own training time (days and durations),
 - number of working weeks per annum,
 - stress levels, capital requirements,
 - on-going financial commitments (in the form of overheads and contingent liabilities)
9. Complete a market analysis for personal training
10. Profile and analyse the size of the target market for personal training
11. Analyse the target market accessibility in terms of opportunities to market and promote to potential personal training clients
12. Analyse the existing supply to the target market in terms of the services provided and their strengths and weaknesses

Access fitness facilities

13. Ensure access to fitness facilities for personal training as appropriate
14. Negotiate and secure a suitable personal training contract with a fitness facility

15. Complete familiarisation tasks and preliminary promotional activities within a fitness facility
16. Inform people in key roles in the fitness facility in terms of personal training services and target market for referral
17. Be familiar with equipment, layout and policies at the fitness facility

Plan the development of a personal training business

18. Generate a personal training business plan that addresses all areas of the business and define the major goals of the business against a timeline of 12 months within the personal training business plan
19. Define the objectives in each business area as key performance indicators against a timeline of 12 months within the personal training business plan
20. Analyse the risks in each business area and plan for risk management strategies within the personal training business plan
21. Analyse the business processes needed for each area of the business and generate the documents required for operating purposes
22. Produce and place promotional material according to business plan

Recruit and keep personal training clients

23. Generate leads in accordance with documented policies and procedures
24. Schedule and carry out introductory meetings with potential clients, establish and record their needs on a client profile form
25. Address objections and negotiate personal training involvement
26. Confirm clients' involvement and commitment in accordance with documented policies and procedures, to include: signing forms (for example consent forms, payment policies, cancellation forms)
27. Arrange first training session and give clients preparation advice
28. Induct personal training clients and establish training procedures with client
29. Train personal training clients in a way that encourages more sessions and repeat business
30. Provide support to clients to overcome barriers and maximise achievement

Carry out administrative tasks for a personal training business

31. Complete personal training business administration tasks
32. Complete record keeping

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Knowledge and Understanding

Exercise professionals should know and understand:

- K1 The income and expense generating elements of personal training businesses in terms of their effect on gross profit and cash flow, to include:
- leads,
 - conversion rate,
 - customers,
 - average spend,
 - frequency of spend,
 - gross turnover/total income,
 - fixed costs,
 - variable costs,
 - gross costs/total expenses,
 - margins,
 - gross profits
- K2 The taxes due when running a personal training business
- K3 How the income, expense and tax elements of a personal training business can be managed through financial planning
- K4 How business financial records should be kept to allow for the effective financial management of a personal training business, including:
- receipts,
 - payments,
 - invoicing,
 - cashbook
- K5 The elements involved in establishing a personal training business including analysing the potential market
- K6 The needs customers may have when implementing a personal exercise programme with a personal trainer, to include:
- goals,
 - timeframes,
 - barriers,
 - preferences
- K7 The features and benefits experienced by customers when using a personal trainer
- K8 The personality traits, knowledge, and skills exhibited by personal trainers that influence the success of their businesses
- K9 The advantages and disadvantages of setting up a personal training business in various situations in terms of the requirements for financing, marketing, operating, and exiting the business
- K10 The characteristics of an ideal personal training business
- K11 The structure of the relationship offered by fitness facilities to personal trainers, to include:
- contract obligations for example rent costs, setup costs, on-going operational costs incurred such as uniform renewals, potential for rental changes, expected performance and behaviour, termination clauses, disclosure requirements,
 - contract provisions – for example holiday weeks, initial rental relief, facility access, member and database access, equipment maintenance and renewal, professional development opportunities, club opening hours, weekly and annual close down periods or restricted hours, monitoring and control of trainer number and growth, initial leads provided, on-going referral systems, marketing and promotional exposure, access out of hours, access to internet, printing, photocopying, rights of access for non-member introduction and on-going training, rights to sell or assign business and license to operate, enforcement of minimum standards on other trainers, options to terminate contract including notice periods
- K12 The operations of the fitness facility including the facility's established policies and procedures
- K13 The relationships within a fitness facility that are key to the success of the personal training business
- K14 How to negotiate and secure a suitable personal training contract with a fitness facility
- K15 The processes involved in recruiting and keeping personal training clients
- K16 The range of administration tasks necessary to operate a personal training business

Additional Standards

B7. Plan and instruct mat based Pilates

This standard is about designing, managing and adapting a series of mat Pilates sessions for apparently healthy adults of all ages and delivering Pilates sessions. The standard covers teaching activities in Pilates including giving clear instructions, demonstration of skills and techniques and monitoring a Pilates class, and correcting exercise with clear and positive feedback. The standard can apply to teaching a class of clients in a Pilates class or a single client.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information to plan mat Pilates sessions

1. Collect information needed to plan mat Pilates sessions using appropriate methods
2. Analyse the information and identify the implications for the mat Pilates session
3. Follow legal and ethical requirements for the security and confidentiality of client information

Design mat Pilates sessions

4. Set goals and objectives for Pilates sessions
5. Identify and agree strategies to prevent drop out or relapse
6. Research and plan a programme or series of sessions which comprises the original principles and the fundamentals of Pilates
7. Ensure the programme allows for clients to perform a range of movements that allow for modifications, progressions and adaptations
8. Structure sessions into preparation, main and closing phases
9. Select and structure exercises that will enable clients to become aware of their potential optimum movement
10. Plan realistic timings, intensities and sequences
11. Identify the resources and facilities needed
12. Identify when class clients need referral to another professional

Prepare to teach mat Pilates sessions

13. Prepare the Pilates class environment, taking account of:
 - space,
 - layout,
 - temperature,
 - flooring,
 - lighting,
 - ventilation,
 - use of music,
 - equipment for the session,
 - personal clothing and equipment

14. Meet clients punctually and make them feel welcome and at ease
15. Establish a rapport with clients using appropriate methods
16. Take account of clients' postural types
17. Select teaching methods that are appropriate to the exercises and client needs
18. Prepare clients for mat Pilates sessions
19. Ask clients if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the exercises
20. Explain the objectives and exercises planned for the session and how these link to clients' goals
21. Explain the physical and technical demands of the planned exercises
22. Agree with clients any changes to the planned exercises that will assist them to meet their goals and preferences and enable them to maintain progress

Teach mat Pilates exercises

23. Make sure there is an effective balance of instruction, activity and interaction within the session
24. Use teaching and motivational styles that are appropriate to the client needs and accepted good practice
25. Instruct clients through the preparation, main and closing phases
26. Explain the purpose and value of each phase
27. Provide instructions, explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions as appropriate to clients' needs and level of experience
28. Use effective communication methods to make sure clients understand what is required
29. Use volume and pitch of the voice effectively
30. Ensure clients can carry out the exercises safely without direct supervision
31. Observe and analyse clients' performance, providing positive reinforcement throughout
32. Correct techniques at appropriate points
33. Progress or regress activities according to clients' needs

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Bring mat Pilates sessions to an end

34. Allow sufficient time for the closing phase
35. End the activities in a way that is safe and effective for clients
36. Explain the purpose of the closing phase
37. Encourage clients to ask questions, provide feedback and think about their performance
38. Provide clients with positive reinforcement about their performance and information about how to manage their own future sessions
39. Give clients feedback on the session
40. Leave the environment in a condition suitable for future use

Monitor and review client progress

41. Evaluate Pilates programmes at appropriate points to ensure clients are kept motivated
42. Identify activities that need to be adapted using appropriate methods
43. Review clients' progress at agreed points in the programme
44. Identify and agree any changes to the programme as a result of the review
45. Agree review outcomes with clients and keep an accurate record, as appropriate
46. Identify the movements that need to be modified, progressed and adapted
47. Identify and agree changes to the programme with clients and others
48. Evaluate own performance and identify how to improve personal practice

Knowledge and Understanding

Exercise professionals should know and understand:

For the whole standard

- K1 The fundamentals of Pilates
- K2 The repertoire original Pilates exercises
- K3 How to use the original principles of Pilates in class design and teaching: breathing, concentration, control, centring, precision, flow
- K4 How to use the fundamentals of Pilates in class design and teaching: stabilisation (with particular emphasis on shoulder girdle, lumbar spine and pelvic girdle, breathing, mobilisation, and articulation of the spine), postural and structural alignment, postural types
- K5 Different postural types and their relevance to instructing Pilates:
 - kyphotic,
 - lordotic,
 - sway back,
 - flat back,
 - neutral/ideal
- K6 The history and original principles of Joseph Pilates

Designing mat Pilates sessions

- K7 How to collect information from clients including:
 - personal goals,
 - lifestyle,
 - medical history,
 - physical activity history,
 - physical activity preferences,
 - attitude and motivation to participate,
 - current fitness level,
 - stage of readiness

- K8 How to collect information from clients using accepted methods including:
 - interview,
 - questionnaire,
 - verbal screening,
 - observation
- K9 The range of goals of clients in a Pilates class including:
 - general health and fitness,
 - physiological,
 - psychological,
 - lifestyle,
 - social,
 - functional ability
- K10 How to analyse and interpret collected information so that client needs and goals can be identified
- K11 Barriers which may prevent client achieving their goals
- K12 How to make sure goals are specific, measurable, achievable, realistic and time bound and why this is important
- K13 Strategies which can prevent drop out or relapse
- K14 How to design a programme incorporating:
 - a preparation phase,
 - a main phase,
 - a closing phase, based on the original principles and fundamentals of Pilates
- K15 Why it is important to identify and agree goals with client
- K16 How to design a programme which incorporates modifications, progressions and adaptations to meet client needs
- K17 How to choose resources and facilities that will help client to participate in the programme according to their needs
- K18 How to design a series of movements evolved from the repertoire of 34 original exercises
- K19 National/international guidelines on Pilates programme design and safe exercise
- K20 How to structure the sessions which make up the programme
- K21 Why it is important to agree the programme with client
- K22 How to take account of the environment when planning the sessions
- K23 When to refer clients to another professional and the procedures to follow

Preparing to teach mat Pilates sessions

- K24 How to establish rapport with clients and the communication skills needed
- K25 The importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change
- K26 The importance of careful and thorough planning and preparation for physical activity
- K27 How to identify specific objectives for the session from the overall programme goals
- K28 How timings intensities and sequences can affect outcomes
- K29 The importance of matching teaching and learning styles to maximise clients progress and motivation
- K30 Why a balance of instruction, activity and discussion is necessary
- K31 How to select and prepare the equipment and environment
- K32 Why it is important to make sure clients are properly prepared before session begins

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- K33 Why it is important to explain to clients the objectives and activities that are planned
- K34 Why clients need to know the physical and technical demands of the activity
- K35 Why it may be important to negotiate and agree changes to plans with clients
- K36 The health, safety and emergency procedures

Teaching mat Pilates exercises

K37 How to use appropriate teaching methods when instructing Pilates:

- changing teaching positions,
- asking questions,
- making adaptations and progressions,
- verbal and visual communications,
- mirroring

K38 The phases of a Pilates class:

- Preparation phase:
 - breathing,
 - concentration,
 - postural alignment,
 - mobilisation,
 - activation of the core,
 - balance
- Main phase, comprising whole body movement in all anatomical planes:
 - flexion,
 - extension,
 - rotation,
 - circumduction,
 - lateral flexion
- Closing phase:
 - stretching,
 - relaxation (active or passive)

K39 The range of approved teaching and motivational styles and how to vary these according to clients' response

K40 The importance of preparation and the range of preparation exercises for the activities to cover:

- breathing,
- concentration,
- postural alignment,
- mobilisation,
- activation of the core,
- balance

K41 The purpose and value of each phase of the session

K42 Why clients should understand the purpose and value of each phase of the session

K43 How to provide instructions, demonstrations and explanations clearly and effectively from a variety of positions within the setting

K44 The correct exercise positions/alignment for the activities

K45 The effect of gravity on changes in exercise positions/alignment

K46 How to adapt exercise positions as appropriate to individual clients and conditions

K47 Communication techniques including:

- verbal cues,
- non-verbal cues (tactile cues (hands on correction/guidance) and practical demonstration (self and client),
- visualisation (use of imagery),
- interaction (question and answer, simple explanations, offering feedback),
- the importance of body language

K48 Methods of monitoring clients' progress

K49 Methods of maintaining client motivation especially when they are finding activities difficult

K50 The importance of correcting techniques and how to adopt appropriate teaching styles to make sure clients apply techniques correctly

K51 How to modify, progress and adapt exercises to meet client needs

K52 The importance/ methods of voice projection and the effective use of volume and pitch of voice

K53 The structure of music where appropriate, suitability of speed and type of music for the clients and section of the class

Bringing mat Pilates sessions to an end

K54 Why it is important to allow sufficient time for clients to end physical activity and how to adapt this to different levels of client needs and experience

K55 Why clients should be given the opportunity to ask questions, provide feedback and discuss their performance

K56 Why feedback should be given to clients on their performance and how to do this in a way that is accurate but maintains client motivation and commitment

K57 Why clients need information about future sessions, either supervised or unsupervised

K58 The correct procedures for dealing with the environment once the session is over

Monitoring and reviewing client progress

K59 The importance of monitoring and reviewing programmes

K60 Methods of collecting, analysing and recording information that enable progress to be reviewed against goals and initial baseline data

K61 Why it is important to encourage clients to give their views

K62 Why it is important to communicate progress and changes to all those involved in the programme

K63 How to review short, medium and long term goals with clients taking into account any changes in circumstances

K64 How modify, progress and adapt a Pilates programme to meet client needs

K65 How to evaluate and improve own performance in Pilates teaching

D4. Undertake health promotion activities

This standard describes the competence required to plan and deliver exercise to promote general health and well-being, decrease risk factors for disease and prevent chronic disease and disability. The standard outlines appropriate exercise levels within the context of public health recommendations on physical activity.

Performance Criteria

Exercise professionals should be able to:

Explain and apply current recommendations regarding the type and amount of physical activity to promote health, reduce risk factors and prevent chronic disease and disability among adults

1. Explain to clients the major causes of disease and disability among adults and the role of physical activity in health and disease prevention
2. Explain to clients the mechanisms by which exercise may lower risk of chronic lifestyle disease or disability
3. Explain to clients the major cardiovascular disease risk factors and the extent to which each is affected by exercise
4. Apply current recommendations regarding physical activity for disease prevention in adults
5. Explain to clients the appropriate exercise variables recommended to achieve a beneficial change in risk factors and disease prevention
6. Explain to clients the different roles of cardiovascular conditioning and muscular conditioning in enhancing general health and for preventing specific diseases or conditions
7. Reinforce the need to undertake additional lifestyle modifications to improve health

Plan and develop a physical activity intervention to improve and promote the health status of a population group, sub-group or individual

8. Access relevant sources of information to determine health problems of target group and the established causes of the health problem
9. Locate and critically evaluate effectiveness of other health promotion interventions to develop an evidence based approach that would cause beneficial change in health status of the target group
10. Obtain information about the level of physical activity currently undertaken by clients using an appropriate method of measuring physical activity and determine whether current physical activity level is sufficient to gain health benefits
11. Analyse information about current health problems or concerns, lifestyle and other factors affecting participation in physical activity
12. Design a multifaceted approach to health promotion activities including education and skill building
13. Demonstrate recognition of and support for the importance of access and equity in the provision of physical activity interventions
14. Ensure intervention addresses identified client barriers to participation

Implement physical activity intervention in an appropriate setting

15. Conduct appropriate health and fitness assessments to establish baseline measures and monitor clients progress
16. Fully explain intervention strategies to clients
17. Provide additional support materials and assist client to access additional sources of relevant information to improve health status

18. Implement motivational strategies to encourage behaviour change and exercise adherence based on behaviour change models and determinants of exercise adherence
19. Monitor client's physiological responses during activity sessions and make appropriate adjustments to exercise variables as required to ensure client safety
20. Maintain records of relevant documentation in accordance with relevant legislation, and organisational policy and procedure

Deliver education and training activities to promote good health and support physical activity strategies

21. Conduct health promotion and education activities relating to aspects of physical activity, diet and lifestyle that directly effect the reduction of risk factors and prevention of chronic disease
22. Ensure health promotion and education activities support clients to take a self-care approach to health in line with individual needs
23. Recognise clients that may need further assistance from medical or allied health professionals and organise referral
24. Re-administer questionnaires relating to exercise behaviour and health status to determine changes in behaviour

Evaluate effectiveness of intervention

25. Obtain feedback from clients about the effectiveness of the physical activity sessions and other health promotion activities conducted
26. Ascertain level of compliance and comfort with recommended strategies
27. Identify any obstacles or problems for future reference and change interventions to improve outcomes

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 The major causes of disease and disability in adults
- K2 The major risk factors for disease, the role of physical activity as a risk factor and its effect on other risk factors
- K3 Factors affecting health and well-being
- K4 The social determinants of health
- K5 National health priority areas
- K6 The role of physical activity in the prevention and management of disease and disability
- K7 Methods used to measure physical activity
- K8 Determinants of physical activity, barriers to participation
- K9 Accepted risk stratification definitions
- K10 The effects of physical activity on risk factors and risk of disease
- K11 The roles of cardio-respiratory and muscular conditioning in altering risk factors for disease
- K12 Recommendations for physical activity for health and disease prevention
- K13 The factors which motivate adults to be physically active and influencing adherence to physical activity
- K14 Behavioural change models, interventions and strategies to effect a behaviour change

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- K15 Health promotion practice and principles
- K16 The role of physical activity in health and disease prevention
- K17 Features of chronic lifestyle diseases or disability which may include:
- hypertension,
 - type 2 diabetes,
 - obesity,
 - cardiovascular disease,
 - dyslipidemia,
 - musculoskeletal conditions,
 - mental health problems,
 - asthma,
 - chronic obstructive pulmonary disease,
 - osteoporosis,
 - sarcopenia
- K18 Risk factors which may include:
- family history,
 - smoking,
 - hypertension,
 - hypercholesterolaemia,
 - impaired fasting glucose,
 - obesity,
 - sedentary lifestyle,
 - alcohol,
 - dietary imbalances,
 - age,
 - co-morbidities
- K19 Current recommendations regarding physical activity which may include:
- position statements and recommendations by recognised bodies,
 - national physical activity guidelines,
 - evidence based research
- K20 Lifestyle modifications which may include:
- moderation of alcohol consumption,
 - cessation of smoking,
 - increased incidental activity,
 - stress reduction,
 - provision of health eating guidelines,
 - provision of healthier choices
- K21 Methods of measuring physical activity which may include:
- diary,
 - log,
 - recall,
 - self-report,
 - direct observation,
 - pedometer,
 - accelerometer,
 - calorimetry
- K22 Factors affecting participation in physical activity which may include:
- personal factors,
 - social factors,
 - environmental factors,
 - cultural factors,
 - education factors
- K23 Health promotion activities which may include:
- population approaches,
 - individual approaches
- K24 Sources of relevant information about health promotion which may include:
- national and international support organisations,
 - books,
 - journals,
 - websites,
 - research studies,
 - medical and allied health professionals
- K25 Behavioural change models which may include:
- health belief model, protection motivation theory,
 - theory of reasoned action,
 - theory of planned behaviour,
 - social cognitive model,
 - self-efficacy,
 - trans-theoretical model
- K26 Health promotion strategies which may include:
- screening, individual risk factor assessment,
 - education and skill development,
 - social marketing,
 - health information,
 - environmental approaches,
 - public policy,
 - workforce initiatives,
 - community action,
 - settings and supportive environments
- K27 The factors that influence adults to adhere to exercise which may include client need and preference for:
- moderate activity,
 - social interaction,
 - non-competitive setting,
 - non-judgmental interactions and instruction,
 - activity specifically addressing health concerns and risks
- K28 Barriers to participation:
- perceived versus actual,
 - initial low fitness level,
 - time,
 - access,
 - health risks and concerns,
 - peer and family support,
 - possibly overweight
- K29 Population sub-groups considered 'at risk' may include:
- a group identified through statistics to be less likely to be physically active or able to access or afford programs or facilities that encourage active participation,
 - young adolescents,
 - people with chronic disease or disability,
 - older adults,
 - women especially mothers with young children,
 - middle age,
 - adults with low education and or low socio-economic status
- K30 Settings for health promotion interventions which may include:
- worksites,
 - schools,
 - community based
- K31 Determinants of physical activity which may include:
- demographic or biological variables,
 - psychological factors,
 - socio-cultural factors,
 - physical environmental factors,
 - behavioural attributes or skills,
 - physical activity characteristics

E1. Plan and deliver physical activity and exercise to children

This standard describes the competence required to plan and deliver physical activity and exercise to children and young people. A wide range of physical activity can make a major contribution to the health and fitness of children. Well planned and delivered programmes can enhance their confidence and self-esteem, establish good habits and attitudes and assist in their long term development and well-being. Most types of physical activity are appropriate to this client group, provided that programmes are designed to take account of their stage of maturation and that levels of supervision are properly maintained. Please note: this standard only covers working with apparently healthy children and young people. The specific age range of children and young people which exercise professionals are able to work with will depend on national guidelines and the specific qualifications and training held by the exercise professional. National requirements for working with children may be in place, for example the requirement for a police check.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information about children and young people

1. Establish and maintain an effective rapport with children and young people
2. Screen children and young people prior to commencement of exercise sessions and communicate results to parents/guardians
3. Collect, record and analyse information about the children and young people using safe and appropriate methods
4. Follow legal and ethical requirements for the security and confidentiality of client information
5. Recommend referral to appropriate medical or allied health professionals where necessary

Plan physical activity and exercise for children and young people

6. Plan and agree individual goals that are appropriate to the children and young people and their current stage of maturation
7. Plan and prepare objectives, activities and teaching styles into a balanced programme appropriate to the children and young people's individual goals and stage of maturation
8. Develop a variety of sessions for exercise that are fun, interactive and safe for a range of client groups of children and young adolescents

Provide and evaluate physical activity and exercise for children and young people

9. Prepare children and young people for exercise and physical activity
10. Teach planned activities to the children and young people, adapting activities according to their needs and improving their performance on a progressive basis
11. Maintain the children and young people's motivation using safe and appropriate techniques
12. Maintain safety of children and young people, including in relation to sun safe issues

13. Monitor progress against agreed goals and adjust the programme accordingly
14. Support children and young people to take part in exercise and physical activity
15. Bring exercise and physical activity sessions to an end
16. Assess, monitor and manage risk to children and young people effectively throughout the programme
17. Involve parents and carers throughout the programme in key decisions
18. Encourage children and young people, parents and carers to provide feedback on exercise sessions
19. Evaluate exercise sessions and modify exercise plans according to feedback received from clients and own evaluation

Knowledge and Understanding

Exercise professionals should know and understand:

- K2 The motivations and barriers to participation with particular reference to the stages of maturation in children and young people
- K3 The importance of promoting the whole concept of health and fitness to children and young people including:
 - daily exercise,
 - nutrition,
 - wellness,
 - play and overall healthy lifestyle
- K4 Guidelines for the amount of physical activity for the health and well-being of children and young people
- K5 The difference between chronological and biological age
- K6 Bone formation with particular emphasis on potential injuries resulting from intense training changes relating to: bone density, joint stability, function and posture and potential injuries resulting from repetitive training
- K7 The implications of growth and development during the various stages of child development
- K8 Preventative measures to avoid growth related injuries
- K9 The benefits of strength gains in children and young people
- K10 General responses of the cardiovascular system to training in children and young people

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- K11 Ways of monitoring levels of exertion in children and young people
- K12 The importance of rehydration and body heat regulation in children and young people and how to take account of these
- K13 The social, emotional and psychological benefits of children and young people taking part in regular physical activity
- K14 The motivational factors that may assist children and young people of all ages to enjoy the session and adhere to physical activity
- K15 Exercises that are safe and appropriate for children and young people of all ages, including alternatives to potentially harmful physical activities
- K16 Information which can be collected about children and young people:
- personal goals,
 - medical history and medication,
 - signs that may be contraindications to some types of physical activity,
 - stage of maturation,
 - real and perceived barriers to physical activity,
 - exercise preferences
- K17 Methods of collecting information from children and young people:
- interview involving parents/carers,
 - questionnaire involving parents/carers,
 - adapted fitness tests,
 - observation
- K18 The importance of maintaining the security and confidentiality of information concerning children and young people
- K19 The benefits to children and young people of taking part in physical activity, in terms of:
- psychological well-being,
 - self-esteem,
 - weight management,
 - physical strength,
 - flexibility,
 - cardio-vascular fitness,
 - bone health,
 - reducing chronic disease factors,
 - fun,
 - enjoyment and socialisation
- K20 The key physical changes that take place in children and young people:
- skeletal,
 - muscular,
 - respiratory,
 - cardiovascular,
 - endocrine and hormonal systems
- K21 The key psychological changes that take place in children and young people
- K22 The types of assessments that are suitable when assessing children and young people's readiness to participate and their stage of maturation
- K23 The types, durations, intensities, progressions and regressions of the following kinds of physical activity appropriate to children and young people of different ages and stages of maturation:
- cardiovascular,
 - weight-bearing,
 - body weight,
 - balance and co-ordination,
 - resistance equipment
- K24 The possible negative effects of physical activity on children and young people and how to avoid these
- K25 Why it is important to select equipment according to a child's height and how to do so
- K26 Why it is important to group children and young people according to peer groups and stages of maturation when working with groups
- K27 Why it is important to provide activities that encourage fun, enjoyment and socialisation and how to do so
- K28 The added importance of screening children and young people and the legal and ethical responsibilities screening places on the instructor
- K29 Levels and procedures for supervision and other aspects of health and safety when working with children and young people
- K30 The importance of rehydration and body heat regulation for children and young people
- K31 Recommended healthy eating options and dietary guidelines for children and young people to enable the provision of accurate information to clients
- K32 Stages of physical, social and emotional growth and development in children and young people to enable effective planning of programs and selection of appropriate exercises
- K33 Physiological safety considerations for children and young people's exercise including:
- suitability of equipment,
 - avoiding excessive training,
 - avoiding high impact moves
- K34 Psychological safety considerations for children and young people's exercise including:
- communication skills,
 - rules of behaviour,
 - rapport,
 - self-esteem,
 - depression and social issues
- K35 Accepted guidelines for Cardiovascular Training in Adolescents including the use of interval training, Rate of Perceived Exertion, PAR-Q, heart rate charts.
- K36 Accepted guidelines for strength Training in Adolescents including avoiding lifting maximal weight before physical maturity, use of heavy weights, programming for developmental age of the child, use of equipment, when it is acceptable to programme for progression in resistance, repetitions and sets, proper supervision
- K37 National and organisational guidelines for child protection
- K38 The procedure to follow when the exercise professionals suspects a child is at risk or being abused

E2. Plan and deliver exercise to older adults

This standard describes the competence required to plan and deliver exercise for older adults. It involves planning, demonstration, instruction, review and modification of activities and instructional techniques to meet the needs of older adults. The standard, however, only covers working with apparently healthy (i.e. asymptomatic) older adults or those with medical conditions carrying a low risk of adverse, exercise-related events. Physical activity and physical fitness can make a major contribution to the continued health and functional capacity of older adults. Increased, regular physical activity improves physical fitness despite the physical decline associated with ageing. It also helps to preserve functional capacity and improve quality of life which will become increasingly important with advanced age. It is crucial that instructors who work with this age group understand the ageing process and its implications for practice in order to meet the higher duty of care. Instructors need to be able to apply this knowledge when conducting pre-participation screening, and developing, adapting and implementing appropriate physical activity programmes to meet the diverse needs of older adults. Excellent communication skills are also important.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information about older clients

1. Conduct pre-exercise screening with older clients and gain their consent
2. Collect, record and interpret information about older clients using safe and appropriate methods, including additional assessment of functional ability
3. Clarify any risk factors identified in pre-exercise assessment in order to recognise the sign and symptoms of major types of injuries or conditions that are commonly associated with older clients
4. Follow legal and ethical requirements for the security and confidentiality of client information
5. Using collected information, decide whether the older clients should be referred to an appropriate health care professional before involving them in physical activity

Plan exercise for older clients

6. Plan and agree short and long-term goals that are appropriate to older clients and their current level of health, fitness and physical activity levels
7. Plan and prepare objectives, activities, formats and teaching techniques that are appropriate to the personal goals, interests, preferences and levels of physical ability of older clients
8. Develop a variety of sessions for older clients that are fun, interactive and safe
9. Select functional exercises that are appropriate for older clients, taking into account their abilities and interests
10. Re-assess, monitor and manage risk to older clients effectively throughout the programme

Instruct exercise to older adults

11. Instruct the exercise session including accessing required equipment and making appropriate modifications to equipment and exercise selection

12. Establish and maintain effective communication and rapport with older clients
13. Inform older clients about the physical changes that occur with the ageing process and communicate benefits of exercise for older clients to clients
14. Communicate the general features of balanced nutrition and provide healthy eating information to improve overall health and support exercise goals
15. Explain and demonstrate exercises to older clients and provide opportunities for questioning and clarification
16. Monitor exercise intensity, technique and safety of older clients during session and modify as required according to client responses
17. Apply appropriate motivational techniques to encourage older clients
18. Employ communication and interpersonal skills to provide clear instruction and constructive feedback to older clients, family members, medical and allied health professionals regarding the pre-exercise screening and alternative options
19. Provide opportunities to socialise, allow extra time for individual discussion, follow up absences and, where appropriate, facilitate additional support (e.g. telephone contact, peer mentoring support etc.)
20. Provide information about exercise and health related matters specific to older clients (e.g. bone health throughout the lifespan; healthy ageing, peer mentor opportunities etc.)

Evaluate exercise for older clients

21. Evaluate the exercise session according to client feedback and personal reflection
22. Provide feedback to older clients on their progress and any changes recommended
23. Identify modifications to the exercise plan where relevant to meet needs identified through evaluation

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Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Information which can be collected about older adults:
- personal goals, medical history and medication,
 - functional capacity (i.e. markers that may indicate certain exercises, types or intensities of physical activity are contraindicated),
 - current activity levels,
 - baseline strength and power,
 - balance and postural stability (dynamic),
 - auditory, visual and other sensory function (i.e. use of hearing aid, glasses, foot orthotics),
 - real and perceived barriers to physical activity,
 - exercise preferences
 - economic status (as appropriate),
 - peer/ family support
- K2 Methods of collecting information: interview, questionnaire, adapted fitness assessments, observation and recording
- K3 Overview of ageing and physical activity
- demographic aspects (for example, gender, culture and ethnicity)
 - definitions – theories of ageing, chronological, biological, functional, successful, pathological
 - the benefits of physical activity throughout the lifespan for disease prevention, health promotion, preservation of function and quality of life
 - current research on physical activity, exercise inactivity and ageing
- K4 Age associated physiological and biomechanical changes and their implications for the older adult's ability to perform physical activity with optimal benefits and minimum risk (e.g. of a trip, fall, injury or a cardiac event) including:
- skeletal system changes associated with ageing
 - muscular system changes associated with ageing
 - respiratory system changes associated with ageing
 - cardiovascular system changes associated with ageing
 - nervous system changes associated with ageing
- K5 Psychological and socio-cultural aspects of physical activity and ageing:
- considerations when establishing and developing an effective working relationship with older clients:
 - the particular health and functional benefits of habitual physical activity and exercise for old age (prevention of falls, osteoporosis joint stiffness, minimises muscle loss, isolation maintenance of independence and role in peer mentoring etc.)
 - the barriers (e.g. attitudes, beliefs, anxieties, myths, opinions formed by past experiences, cultural restrictions, etc.) that older clients may have to physical activity and how to take account of these
 - the relationship between habitual physical activity and psychosocial well-being
- K6 An awareness of the medical conditions common in old age that impact on safety during physical activity and exercise including:
- vascular disease,
 - ischaemic heart disease,
 - peripheral vascular disease,
 - cerebrovascular disease (stroke),
 - hypertension,
 - heart failure,
 - respiratory disease,
 - asthma,
 - chronic obstructive pulmonary disease,
 - brain disease,
 - parkinsonism and Parkinson's disease,
 - depression, dementia,
 - musculoskeletal disorders,
 - osteoarthritis,
 - rheumatoid arthritis,
 - endocrine and metabolic disorders,
 - diabetes (type 2),
 - osteoporosis, sensory system abnormalities and nervous system integration (cataracts, glaucoma, senile macular degeneration, Meniere's disease)
- K7 Programme design and management for healthy older adults
- the variables (frequency, intensity, time, type and principles of training, progression/regression, functional relevance, challenge) of exercise applied to older adults in both individual and group settings,
 - the guidelines to consider when analysing and adapting movement and selecting the warm-up, strength/ power, dynamic balance, flexibility and aerobic, training components of a programme for older clients,
 - systematic approaches to motivational, environmental and other factors that may assist older clients to uptake and adhere to physical activity,
 - the integration of supervised step by step functional (life-related) movement patterns and activities into all sessions(e.g. correct lifting technique; getting up and down from the floor in and out of chairs etc.),
 - methods for client reassessment and programme evaluation
- K8 Further considerations for programme design for older adults with medical conditions carrying a low risk of exercise-related events:
- the appropriate adaptations to the structure and content of sessions required for clients with medical conditions commonly associated with old age which may be adversely affected by physical activity,
 - the types of physical (functional) limitations associated with ageing that may lead to injury and will need specific adaptation for exercise,
 - how to use pre-participation assessments to risk stratify (i.e. asymptomatic or low risk etc.) and manage the risks associated with any conditions and limitations during physical activity

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- K9 The importance of proper nutrition, hydration and fluid replacement, particularly when participating in physical activity
- K10 Teaching and instructing skills
- developing and refining the teaching skills through application of motor learning principles (for example, visual and verbal instruction, observation, movement analysis and specific adaptation and communication skills through tutor led, peer evaluated teaching and technique practice workshops),
 - monitoring and adaptation of exercise variables,
 - observation and correction of poor exercise technique,
 - development of safe, effective, enjoyable and elder-friendly exercise and physical activity environments (e.g. use of equipment, music, transport where applicable),
 - development of planning and group organisational and motivational skills (e.g. lesson plans, pre session rest and individual preparation time and post session tea and socialise/ recovery time),
 - formative self-evaluation (e.g. of teaching effectiveness, communication skills),
 - development of communication strategies including listening and response skills, functional client-centred goal setting and progress review
- K11 Communication, marketing strategies and skills:
- development of effective motivational communication strategies relating to individual and group dynamics in a range of settings associated with the delivery of exercise for older clients (e.g. sheltered housing, residential homes, community centres, leisure and recreation facilities and health and fitness clubs),
 - translation of technical terminology into client friendly language and of intimidating equipment into accessible modalities (e.g. resistance bands rather than dumbbells in the first instance in care settings),
 - incorporating leadership/games skills into personal training and group physical activity sessions to enhance professional skill mix and effectiveness with a wider range of older clients as well as increase client enjoyment and satisfaction,
 - development of social support strategies to enable long-term participation (e.g. buddy system, home based exercise options, peer mentor support training, telephone support to maintain links with and access to the 'mainstream' seniors' fitness session),
 - listening skills and addressing clients feedback,
 - development of effective age-friendly marketing strategies, images, messages and events calendar
- K12 Client safety and first aid:
- signs that indicate that exercise should be discontinued immediately and/or medical consultation sought,
 - extension of the standard appropriate response to emergency situation (for example, accompany home; telephone follow up and support; reassurance for other clients; establishment of a specific emergency action plan with and for, the senior exercise group)
- K13 Identification of a safer and older adult friendly exercise environment (for example, accessibility/transport, floor surfaces, footwear, lighting, access to toilet facilities and drinking water, temperature control and safe, comfortable refreshment facilities)
- K14 Recommended healthy eating guidelines for older clients to enable the provision of accurate information to clients
- K15 Principles of biomechanics and exercise science to enable the selection of exercises appropriate to client conditions and needs
- K16 Physiological, social and emotional processes of ageing to enable effective planning of programs
- K17 Legislation and regulatory requirements and organisational policies and procedures to enable safe and appropriate conduct of exercise for older clients
- K18 Needs and expectations of older adults which may include recreational, social, improved fitness levels, strength and functional movement skills



E3. Plan and deliver exercise to disabled clients

This standard describes the competence required to plan and deliver exercise to disabled clients. Many disabled people experience barriers to accessing sufficient exercise and physical activity due to psychological, physical or social reasons. It is widely recognised that regular, planned exercise in a safe and supportive environment may not only provide the same health benefits to disabled clients as for non-disabled clients, but it may also reduce the risk for additional disabling conditions, improve the ability to perform activities of daily living that might previously have been difficult, and maintain or even improve independence. To provide appropriate support and advice, and to create safe, effective, meaningful and enjoyable exercise and physical activity programmes, exercise instructors need a greater understanding of psycho-social and physical factors relating to disabled clients. The standard only covers working with disabled people who access exercise and physical activity independently of a medical referral and do not have an underlying medical condition for which medical referral is necessary. National legislation may be in place in some countries concerning mental health or assistance from a helper.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information about disabled clients

1. Conduct pre-exercise screening with disabled clients
2. Collect, record and analyse information about disabled clients using safe and appropriate methods
3. Establish and agree disabled clients' readiness to participate
4. If necessary, seek specific advice and information from disabled clients, their carer or personal assistant, or another competent source before commencing activity with disabled clients
5. Identify barriers to participation and work with disabled clients to overcome them
6. Follow legal and ethical requirements for the security and confidentiality of client information

Plan exercise for disabled clients

7. Plan and agree goals with disabled clients that are appropriate to their level of ability and objectives
8. Plan and prepare individual activities and physical activity programmes that are appropriate to disabled clients' goals, functional ability and any existing medical conditions
9. Select appropriate equipment according to individual disabled clients

Instruct exercise to disabled clients

10. Instruct and adapt activities using client-centred communication to progress or regress performance against agreed goals according to the needs of disabled clients'
11. Explain and demonstrate exercises to clients and provide opportunities for questioning and clarification

12. Monitor exercise intensity, technique and safety of clients during session and modify as required according to client responses
13. Apply appropriate motivational techniques to encourage clients
14. Instruct the exercise session including accessing required equipment and making appropriate modifications to equipment and exercise selection
15. Ensure disabled clients are able to receive support from their carer or personal assistant where required, for any personal or medical needs they may have during their programme
16. Manage the exercise environment safely and effectively
17. Work effectively with carers/personal assistants
18. Liaise appropriately with disabled clients' regarding management of assistance animals (where relevant)
19. Encourage disabled clients and carers/personal assistants to give feedback on the sessions

Evaluate exercise for disabled clients

20. Evaluate the exercise session according to client feedback and personal reflection
21. Provide feedback to disabled clients on their progress and any changes recommended
22. Identify modifications to the exercise plan where relevant to meet needs identified through evaluation

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 How to plan and instruct exercise for a range of disabled clients, including those with:
- a physical disability,
 - a learning disability,
 - a hearing impairment,
 - a visual impairment
- K2 The types of information to collect about disabled clients including:
- personal goals and objectives,
 - current level of functional ability,
 - requirements for access,
 - available support and personal requirements,
 - preferred communication methods,
 - safety requirements,
 - medical requirements,
 - equipment requirements,
 - exercise history,
 - barriers to participation
- K3 Methods which can be used to collect information about disabled clients including:
- consulting with the client,
 - consulting with carers/personal assistants,
 - consulting with other professionals,
 - functional assessment,
 - observation,
 - feedback
- K4 The exercise goals of disabled clients including:
- physical,
 - psychological,
 - lifestyle,
 - social,
 - adherence
- K5 Legal and ethical responsibilities:
- legislation relating to disability,
 - standard operating procedures for safe use of facilities by disabled clients, their carers and personal assistants, and assistance animals,
- K6 Psychological, socio-cultural and economic aspects of disability:
- considerations when establishing and developing an effective working relationship with disabled clients,
 - barriers to participation commonly experienced by disabled people and how to overcome these,
 - professional and organisational barriers to inclusion of disabled clients,
 - different models of disability
- K7 Issues of responsibility and liability including:
- the limits of own competence,
 - when and how to refer clients to their GP/relevant healthcare professional,
 - liaison with other relevant people
- K8 Screening and assessment issues:
- how to obtain information and advice regarding disabled clients,
 - identification of contraindications and special precautions specific to the disabled client,
 - identification and interpretation of information to identify whether to proceed with physical activity or refer the client to a health care professional,
 - methods of client-centred functional assessment and reassessment,
 - how to identify when to refer disabled clients to other professionals
- K9 An understanding of the types of impairments which disabled clients may have and the implications of these on participation in a physical activity programme
- K10 The implications that having a disabling condition may have on:
- cardiovascular capacity,
 - muscular strength,
 - muscular endurance,
 - flexibility and mobility,
 - co-ordination/balance/motor skills,
 - functional capacity
- K11 Use of equipment by clients with functional limitations:
- modular equipment;
 - small equipment (dumbbells, bands, tubes, balls, discs etc.)
- K12 The significance of healthy eating for disabled clients
- K13 Programme design and management for disabled clients including:
- the variables (frequency, intensity, time, type and principles of training, progression/regression, functional relevance, challenge) of exercise applied to disabled clients in both individual and group settings,
 - the guidelines to consider when analysing and adapting movement and selecting the warm-up, strength/power, dynamic balance, aerobic and flexibility training components of a programme for disabled clients,
 - systematic approaches to motivational, environmental and other factors that may assist disabled clients to adhere to physical activity,
 - the integration of supervised step by step functional (life-related) movement patterns and activities into all sessions (e.g. correct lifting technique; getting up and down from the floor, in and out of chairs, and other activities for daily living etc.)
- K14 Physiology of specific disabilities and associated risk factors in relation to exercise to enable safe and effective exercise outcomes
- K15 Causes and consequences of disabilities in the context of their effect on exercise capacity and the role of physical activity in managing disability and enhancing health
- K16 Range of motion and stretching techniques to enable the inclusion of exercise variables to suit client's functional capacity
- K17 Relevant legislation and organisational policies and procedures to maintain the safety of clients and the confidentiality of client information
- K18 Use, care and maintenance of facility equipment to maintain safety of clients

E4. Plan and deliver exercise for ante and post natal women

This standard describes the competence required to plan and deliver exercise to ante and post natal women. The standard describes how to adapt an exercise programme to the needs of ante and post natal clients, taking into consideration the modifications, risks and benefits associated with exercise training for this special population. It is therefore expected that instructors will already be qualified in exercise instruction before performing the skills in this standard.

Performance Criteria

Exercise professionals should be able to:

Collect and analyse information about ante and post natal clients

1. Explain the benefits and risks associated with physical activity for ante and post natal clients
2. Establish and maintain an effective rapport with ante and post natal clients taking into account possible emotional vulnerability and the need for empathy and sensitivity
3. Collect, record and interpret information about ante and post natal clients using safe and appropriate methods
4. Follow legal and ethical requirements for the security and confidentiality of client information

Plan exercise for ante and post natal clients

5. Plan and agree goals that are appropriate to ante and post natal clients and their level of physical ability
6. Design an appropriate exercise programme based on information obtained during the screening
7. Plan and prepare objectives, activities and teaching styles that are appropriate to ante and post natal clients' goals

Instruct exercise to ante and post natal clients

8. Correctly demonstrate exercise technique
9. Adapt exercise programme according to the needs and fitness level of ante and post natal clients
10. Make exercise modifications in consideration of the environment and the ability of ante and post natal clients

11. Monitor and affirm or correct ante and post natal clients' exercise technique
12. Teach planned activities to ante and post natal clients, adapting activities according to their individual needs
13. Maintain ante and post natal clients' motivation using safe and appropriate techniques
14. Monitor progress against agreed goals and adjust the programme accordingly
15. Assess, monitor and manage risk to clients effectively throughout the programme
16. Display the level of communication, supervision and appropriate monitoring recommended

Evaluate exercise for ante and post natal clients

17. Evaluate the exercise session according to ante and post natal clients' feedback and personal reflection
18. Provide feedback to ante and post natal clients on their progress and any changes recommended
19. Identify modifications to the exercise plan where relevant to meet needs identified through evaluation

(continued)

Knowledge and Understanding

Exercise professionals should know and understand:

- K13 How to collect relevant information about ante and post natal clients including:
- lifestyle,
 - medical and ante/post natal history,
 - physical activity history,
 - physical activity preferences,
 - attitude and motivation to participate,
 - current fitness level,
 - stage of readiness
- K2 How to use appropriate methods of collecting information from ante and post natal clients:
- interview,
 - questionnaire,
 - physical assessment,
 - observation
- K3 How to plan exercise for ante and post natal clients with a range of goals including :
- maintenance of cardiovascular fitness,
 - maintenance of functional muscular strength and endurance,
 - improved posture, pelvis and spine stability,
 - improved motor skills,
 - balance and coordination,
 - pelvic floor muscle education and improved strength and function,
 - resumption of appropriate safe and effective exercise post birth
- K4 The benefits of physical activity to ante and post natal clients including:
- reduction of common pregnancy complaints (leg cramps, oedema, carpal tunnel syndrome, high/low blood pressure, constipation, haemorrhoids, varicose veins, gestational diabetes),
 - improved posture and body awareness,
 - better functional movement and pelvic floor muscle function,
 - possible reduction in low back pain,
 - weight control,
 - maintenance and recovery of cardiovascular and strength fitness levels,
 - improved maternal well-being (better sleep patterns, less anxiety and depression, improved ability to cope with stress),
 - possible reduction of length of labour and birth complications,
 - easier resumption of activity after pregnancy
- K5 The importance of resuming postnatal activity on an individual, gradual and progressive basis according to evidence-based guidelines
- K6 The types of real and perceived barriers that ante and post natal clients may have to physical activity and how to take these into account
- K7 Motivational and other factors that may assist ante and post natal clients to take up and adhere to physical activity
- K8 Sources of information and advice on working with ante and post natal clients
- K9 The physiological and biomechanical changes that occur as a result of pregnancy to the following systems and how to change exercise programmes accordingly:
- cardiovascular system,
 - respiratory system,
 - musculoskeletal system – including the spine, the structure and anatomy of the pelvis and pelvic floor, back and abdominal muscle anatomy and general posture,
 - metabolic system,
 - endocrine system
- K10 How the physiological and biomechanical changes persist after pregnancy for weeks, months or even years
- K11 Key implications of the effects of pregnancy on exercise programming related to the stages of pregnancy
- K12 The importance of practical skills tailored to the needs of ante and post natal clients including the importance of:
- functional activities,
 - observation,
 - monitoring and cueing skills to ensure safe exercise intensity,
 - toilet and hydration breaks,
 - technique correction (reinforcement of posture, joint alignment),
 - speed of instruction,
 - safe transitions,
 - pelvic floor awareness,
 - pros and cons of different positions to take into account:
 - supine and postural hypotensive syndromes,
 - pelvic girdle pain,
 - carpal tunnel syndrome,
 - rib pain,
 - gastric reflux and low back pain,
 - the standing position for functionality, balance and optimal pelvic floor muscle function,
 - considerations for the exercise environment (including temperature, trip hazards, ventilation, group size, choice/safe use of appropriate equipment)
- K13 Common antenatal problems relevant to exercise participation and how to respond to them (risks and symptoms of pelvic girdle pain including:
- the hypermobile woman,
 - knee, back and shoulder pain,
 - fatigue and interrupted sleep patterns,
 - effects on co-ordination, balance, concentration and memory
- K14 Contraindications to exercise in pregnancy:
- absolute contraindications:
 - haemodynamically significant heart disease,
 - restrictive lung disease,
 - incompetent cervix/ cerclage,
 - multiple gestation at risk for premature labour,
 - persistent second or third trimester bleeding,
 - placenta praevia after 26 weeks gestation,
 - premature labour during the current pregnancy,
 - ruptured membranes,
 - pregnancy induced hypertension

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- relative contraindications:
 - severe anaemia,
 - unevaluated maternal cardiac arrhythmia,
 - chronic bronchitis,
 - poorly controlled type one diabetes,
 - extreme morbid obesity,
 - extreme underweight (body mass index <12),
 - history of extremely sedentary lifestyle,
 - intrauterine growth restriction in current pregnancy,
 - poorly controlled hypertension/pre-eclampsia,
 - orthopaedic limitations,
 - poorly controlled seizure disorder,
 - poorly controlled thyroid disease,
 - heavy smoker
 - warning signs to terminate exercise while pregnant
 - vaginal bleeding,
 - dyspnoea before exertion,
 - dizziness,
 - headache,
 - chest pain,
 - muscle weakness,
 - calf pain or swelling (need to rule out thrombophlebitis),
 - preterm labour,
 - decreased foetal movement,
 - amniotic fluid leakage
- K15 Complications/considerations affecting the resumption of exercise post birth:
- involution of the uterus,
 - placental site healing and lochia (bleeding),
 - secondary post-partum haemorrhage,
 - air embolism,
 - thrombosis,
 - infection (breast/uterine/urinary tract/caesarean wound site),
 - pelvic floor trauma/sensation loss/dysfunction/prolapse,
 - caesarean section,
 - abdominal muscle separation,
 - back or coccyx pain,
 - pelvic girdle pain,
 - pelvic torsion or instability,
 - knee pain,
 - carpal tunnel syndrome,
 - anaemia,
 - establishment of breastfeeding,
 - postnatal anxiety/depression,
 - separation anxiety (from baby),
 - extreme fatigue
- K16 The added importance of pre-activity screening including relevant information relating to previous pregnancies and births for antenatal and postnatal clients and the legal and ethical responsibilities screening places on the instructor
- K17 The special circumstances under which it would be good professional practice to obtain written health care provider consent
- K18 Relevance, incidence, timing and benefits of the postnatal check
- K19 The circumstances in which information may need to be exchanged with a health care professional about a physical activity programme for an antenatal or postnatal client
- K20 Evidence-based recommended guidelines for the frequency, intensity, type and duration of physical activity for previously active and previously inactive clients
- K21 Safe and effective modifications/adaptations and alternatives for antenatal and postnatal clients
- K22 Types of physical activity that should be avoided during pregnancy and recovery from pregnancy and the reasons for avoiding these
- K23 General guidelines on appropriate stretching for pregnant clients
- K24 The importance of pelvic floor exercises and how to teach these
- K25 How to assess and manage the particular risks to antenatal and postnatal clients during physical activity
- K26 Why antenatal clients should avoid hot and humid conditions when exercising
- K27 The importance of regular nutrition, hydration and the avoidance of fatigue and dramatic or sudden weight change for ante and post natal clients
- K28 Appropriate clothing, footwear (dropped arches, oedema and over-active hamstrings and calf muscles contribute to changes in feet leading to increased size and the need for greater support during exercise) and breast support for antenatal and postnatal clients
- K29 The need to risk assess exercise/physical activity where babies are present



H2. Tour a potential member through a fitness enterprise

This standard describes the competence required to provide a tour of a fitness facility to a potential member. The standard covers identifying reasons customers may use a fitness enterprise; identifying the products and services fitness enterprises offer to achieve their purposes; identifying roles within the fitness industry and how each contributes to the purposes of the fitness enterprise. The standard also about preparing for a potential member tour; establishing rapport and communication with potential members; assessing potential member's needs; touring the potential member; and identifying and scheduling potential member's next action.

Performance Criteria

Exercise professionals should be able to:

Prepare to tour potential members around facilities

1. Ensure the facility is prepared for touring potential members
2. Prepare the format and presentation of information

Engage with potential members

3. Establish rapport and effective communication with potential members
4. Deal with communication barriers
5. Question potential members about their interest in exercise and previous experiences
6. Match potential member's motives and preferences to products and services available at the facility
7. Identify the fitness goals of potential members
8. Explain the nature and purpose of the fitness enterprise
9. Explain fitness enterprise products and services and how they can meet the needs of potential members

Conduct tours of fitness facilities

10. Tour potential members through facilities and highlight and explain products and services relevant to their needs, motives and preferences
11. Confirm potential member's understanding of the benefits of the specific products and services via questioning during the tour

12. Provide written information to support potential members' understanding of the products and services highlighted during the tour
13. Introduce potential members to other members and colleagues as appropriate
14. Answer potential members' questions according to facility policy

Secure the commitment of potential members to the enterprise

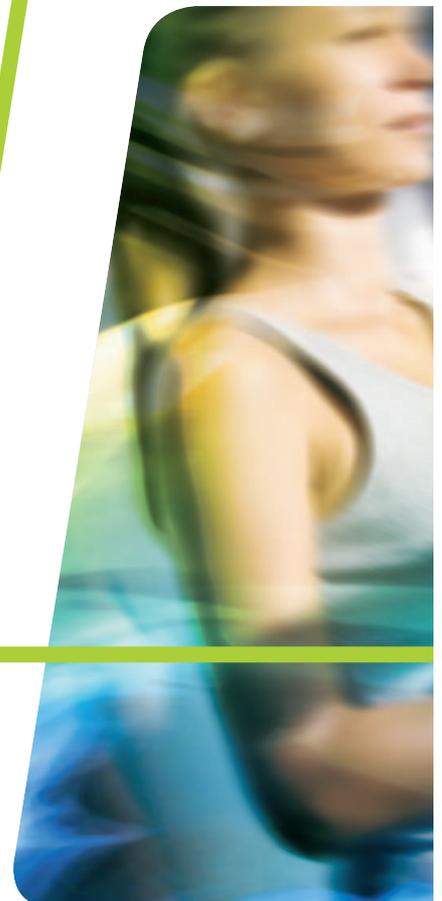
15. Recommend what the potential members' next actions should be
16. Identify and schedule potential members' next actions
17. Deal with any objections by isolating and reframing them and making new recommendations
18. Gain verbal agreement and commitment from the potential member to a recommendation, which could include:
 - membership application form being completed,
 - first appointment being diarised,
 - fitness appraisal,
 - follow up call to discuss options further
19. Document next action for potential member and complete administration

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Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Fitness enterprises' purposes including:
- cash reserves,
 - shareholder returns,
 - stakeholder returns,
 - satisfying customer needs
- K2 Customer's goals when using a fitness enterprise including:
- weight loss,
 - sport conditioning,
 - muscle development,
 - health,
 - fitness,
 - social
- K3 Customer's preferences in selecting a fitness enterprise including:
- exercise options available,
 - convenience of location,
 - time efficiency,
 - cost,
 - security and safety,
 - friendliness of staff,
 - cleanliness,
 - degree and consistency of support,
 - standard of equipment,
 - level of social interaction,
 - consistency and standard of service
- K4 How fitness enterprise products and services are related to the customer needs they satisfy including:
- group fitness classes,
 - resistance training,
 - cardiovascular training,
 - exercise tuition/instruction,
 - individual programme design
- K5 Roles within the fitness industry and how each contributes to the purposes of the fitness enterprise
- K6 Roles within the fitness enterprise and how each contributes to the purposes of the fitness enterprise including:
- receptionist,
 - fitness instructor,
 - group fitness instructor,
 - personal trainer,
 - cleaner,
 - salesperson,
 - reception manager,
 - reception supervisor or head receptionist,
 - gym manager,
 - group fitness manager or group fitness co-ordinator,
 - sales manager,
 - maintenance staff,
 - centre manager
- K7 How to prepare a fitness facility for touring potential members
- K8 How to establish rapport and communicate with potential members
- K9 How to tour a potential member around a fitness facility
- K10 How to deal with objections and agree future actions with the potential member
- K11 How to identify and schedule the next actions for the potential member



Notes:



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