



# Occupational Standards



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## Introduction

Occupational Standards are work-based standards which describe the skills, knowledge and competence needed to work as an instructor in the fitness industry.

REPs UAE is a guarantee that instructors are competent and qualified against these standards. Instructors on REPs UAE have demonstrated that they can work to these standards, normally by gaining an approved qualification which teaches and assesses everything in these standards.

The standards are based on the “ICREPs Global Standards” developed by the International Confederation for Registers of Exercise Professionals, the global organisation for fitness registers that REPs UAE is a member of.

It is a requirement of ICREPs that fitness registers are “competency-based” registers based on occupational standards.

It is the mapping of standards between fitness registers in different countries which results in the formal reciprocal agreements which mean fitness instructors can move around the world and maintain their registration in the new country.

The standards are split in to levels and relate to each category from the structure of REPs UAE.

Any comments on the standards can be directed to Ben Gittus, REPs UAE Technical Director on [ben@repsuae.com](mailto:ben@repsuae.com)

# 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 Instructor
- Group Fitness Instructor (Freestyle)
- Group Fitness Instructor
- Aqua Fitness Instructor

## 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

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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
38. Use appropriate teaching methods to correct and reinforce technique

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

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

(continued)

- 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**

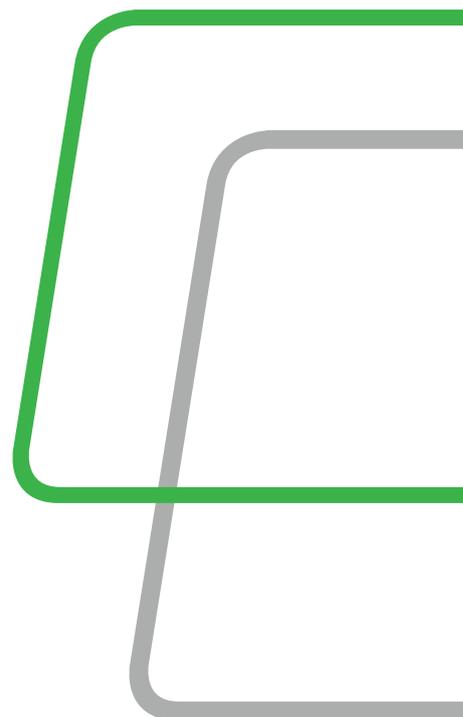
- K12 How to review short, medium and long term goals with clients taking into account any changes in circumstances
- K13 How to identify exercise/physical activities which need to be redefined or adapted
- K14 How to identify changes required to resources or environments
- K15 How the principles of 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**

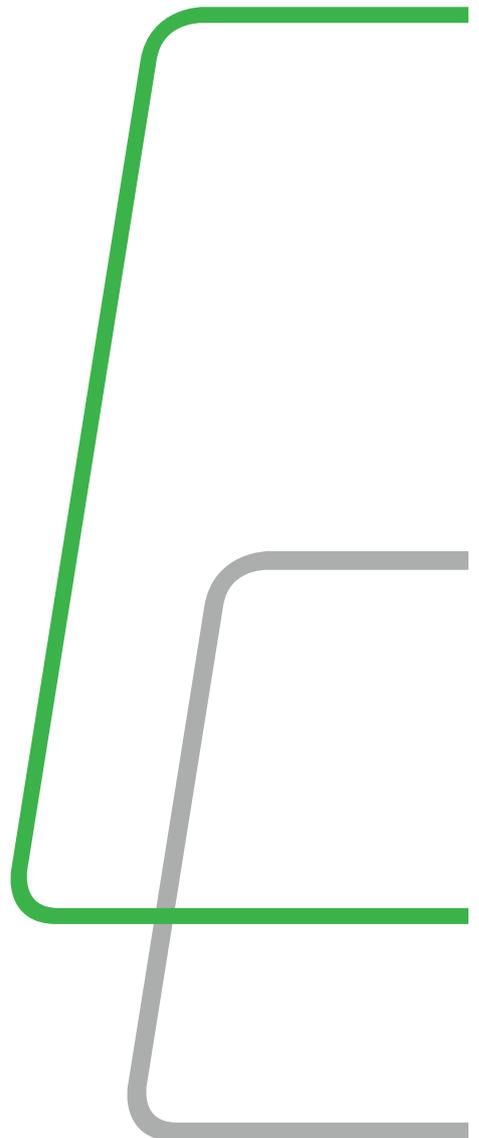
- K1 Joints in the skeleton
  - K2 The structure and function of the skeleton
  - K3 Cellular structure of muscle fibres
  - K4 Sliding filament theory
  - K5 Effects of different types of exercises on muscle fibre type
  - K6 Muscle attachment sites for the major muscles of the body
  - K7 Structure, 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***

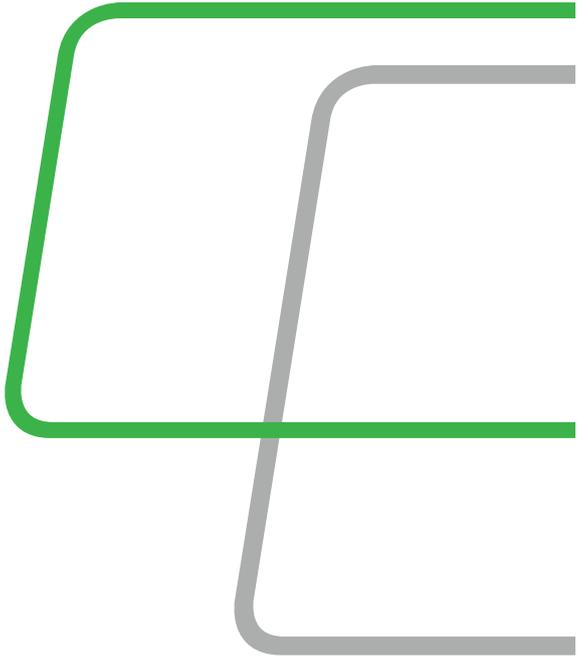
16. Work with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change
17. Provide support to clients' adherence strategy to achieve long-term behaviour change in line with their goals
18. Monitor the clients' adherence to exercise 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
- 

## 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

(continued)

### **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



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