



Qualification  
Guidance

# Active IQ Level 2 Certificate in Gym Instructing

Qualification  
Accreditation Number:  
**603/2692/X**  
Version AIQ005055

**Active iQ**

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# Active IQ Level 2 Certificate in Gym Instructing

## Qualification Accreditation Number: 603/2692/X

### Introduction

The Active IQ Level 2 Certificate in Gym Instructing is at level 2 on the Regulated Qualifications Framework (RQF).

|                               |    |                                  |     |
|-------------------------------|----|----------------------------------|-----|
| <b>Guided learning hours:</b> | 40 | <b>Total qualification time:</b> | 230 |
|-------------------------------|----|----------------------------------|-----|

### Entry Requirements:

- Some experience of gym-based exercises, including free weights, is highly recommended.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

## Qualification Outline

### Target Learners:

- Learners aged 16+.
- Learners wishing to pursue a career in the health and fitness sector as gym-based fitness instructors.

**Please note:** 16–18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.

### Purpose

This qualification aims to provide learners with the knowledge and skills to be able to plan, deliver and supervise safe and effective exercise programmes within a gym or health club environment. During the qualification learners will cover:

- Anatomy, physiology and nutrition and how they relate to exercise and fitness.
- Health and safety in the fitness environment.
- The skills to conduct client and group inductions in a gym-based environment and support exercise adherence and a healthy lifestyle.
- The skills to plan, instruct and supervise safe and effective exercise and physical activity sessions.
- Professionalism for fitness instructing.
- Personal and professional development.
- Delivering exceptional customer service.

### Progression

This qualification provides progression to:

- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Exercise Referral.
- Active IQ Level 3 Award in Designing Prenatal and Postnatal Exercise Programmes.
- Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults.
- Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients.

- Other related Level 2 and/or Level 3 qualifications, for example:
  - Active IQ Level 2 Award in Instructing Circuits.
  - Active IQ Level 2 Award in Instructing Kettlebells.
  - Active IQ Level 2 Award in Instructing Suspended Movement Training.
  - Active IQ Level 2 Certificate in Fitness Instructing (Group Exercise).
  - Active IQ Level 2 Certificate in Promoting Community Health and Well-Being.
  - Active IQ Level 3 Award in Nutrition for Exercise and Health.

### **Links to National Occupational Standards (NOS)**

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for Gym Instructing.
- National Occupational Standards for Instructing Exercise and Fitness.

## Occupational competence statements for tutoring, assessing and internally verifying

**This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.**

### **Required criteria**

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

### **Tutors**

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

### **Assessors**

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

### **Internal verifiers**

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

# Active IQ Level 2 Certificate in Gym Instructing

## Qualification Accreditation Number: 603/2692/X

### Qualification structure

Learners must complete the five mandatory units.

#### Mandatory Units

| Unit | Unit accreditation number  | Level      |   |
|------|--|------------|---|
| 1    | Principles of anatomy, physiology and fitness                        | A/616/7499 | 2 |
| 2    | Professionalism and customer care for fitness instructors            | K/616/7501 | 2 |
| 3    | Health and safety in the fitness environment                         | M/616/7502 | 2 |
| 4    | Conducting client consultations to support positive behaviour change | A/616/7504 | 2 |
| 5    | Planning and instructing gym-based exercise                          | F/616/7505 | 2 |

| <b>Learning outcomes</b><br><b>The learner will:</b>                      | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|---|---|
| <p>1. Understand the skeletal system and the effects of exercise</p>      | <p>1.1 Identify the structures of the skeletal system<br/>                     1.2 State the functions of the skeleton<br/>                     1.3 Name and locate the major bones<br/>                     1.4 Name and locate different types of bone<br/>                     1.5 Identify the structure of a long bone<br/>                     1.6 Name the different types of joint<br/>                     1.7 Identify different types of synovial joint<br/>                     1.8 Describe the structures of a synovial joint<br/>                     1.9 Recognise the joint actions possible at different joints<br/>                     1.10 Describe optimum postural alignment<br/>                     1.11 Describe postural deviations<br/>                     1.12 Describe the immediate effects of exercise on the skeletal system<br/>                     1.13 Describe the long-term effects of exercise on the skeletal system<br/>                     1.14 Recognise changes to the skeletal system throughout a person's lifespan</p>  |
| <p>2. Understand the neuromuscular system and the effects of exercise</p> | <p>2.1 Name and give examples of the different types of muscle tissue<br/>                     2.2 Identify the basic structure of skeletal muscle<br/>                     2.3 Identify the function of skeletal muscle<br/>                     2.4 Name and locate the major anterior and posterior muscles<br/>                     2.5 Describe the principles of how skeletal muscles work<br/>                     2.6 Describe different types of muscle contraction<br/>                     2.7 Name the joint actions brought about by specific muscles<br/>                     2.8 Identify different types of muscle fibre<br/>                     2.9 Recognise the structure of the nervous system<br/>                     2.10 State the function of the nervous system<br/>                     2.11 Describe the immediate effects of exercise on the neuromuscular system<br/>                     2.12 Describe the long-term effects of exercise on the neuromuscular system<br/>                     2.13 Recognise changes to the neuromuscular system throughout a person's lifespan</p> |

| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:   |
|---|---|
| 3. Understand the cardiovascular and respiratory systems and the effects of exercise              | 3.1 Describe the structure of the heart<br>3.2 Describe the function of the heart<br>3.3 Describe the structure and function of the blood and blood vessels<br>3.4 Describe the structure of the lungs<br>3.5 Describe the function of the lungs<br>3.6 Identify the main muscles involved in breathing<br>3.7 Describe the passage of air through the respiratory tract<br>3.8 Describe gaseous exchange in the lungs<br>3.9 Describe gaseous exchange in the muscles<br>3.10 Describe systemic and pulmonary circulation<br>3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems<br>3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems<br>3.13 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan |
| 4. Understand how energy is produced in the body and the effects of exercise on energy production | 4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body<br>4.2 Recognise how adenosine triphosphate is broken down to produce energy<br>4.3 Name the three main energy systems that resynthesise adenosine triphosphate<br>4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate<br>4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise<br>4.6 Recognise the interaction of the energy systems during exercise<br>4.7 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels  |
| 5. Understand the structure and function of the digestive system                                  | 5.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine)<br>5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved<br>5.3 Explain the role of dietary fibre in the maintenance of gut function<br>5.4 Explain the role of the liver and pancreas in assisting digestion<br>5.5 Describe timescales for digestion<br>5.6 Explain the importance of fluid in digestion  |



| <b>Learning outcomes</b><br><b>The learner will:</b>                | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|---|--|
| 6. Understand health and well-being                                 | 6.1 Define the components of health and well-being<br>6.2 Recognise factors that affect health and well-being, including the effects of lifestyle choices<br>6.3 Identify the role of activity and exercise in maintaining and managing health and well-being<br>6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being   |
| 7. Understand the components of fitness and the effects of exercise | 7.1 Name and describe the components of physical fitness<br>7.2 Recognise the physiological effects of exercise on each component of fitness<br>7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness<br>7.4 Recognise factors affecting physical fitness<br>7.5 Recognise exercise contraindications and safety considerations for special populations |
| <b>Assessment</b>   | Theory paper   |

| <b>Learning outcomes</b><br><b>The learner will:</b>  | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|---|--|
| 1. Understand the legal and professional requirements for fitness instructing                         | 1.1 Summarise the Equality Act and relate it to fitness instructing<br>1.2 Describe the scope of practice of a fitness instructor<br>1.3 Explain the insurance requirements when working as a fitness instructor<br>1.4 Explain the importance of having appropriate insurance when working as a fitness instructor  |
| 2. Understand how an instructor can help all types of customer to have a positive exercise experience | 2.1 Compare the differing needs of fitness facility customers<br>2.2 Identify ways that a fitness facility can meet the needs of different customers<br>2.3 Identify ways that an instructor can help customers have a positive exercise experience<br>2.4 Identify ways that an instructor can build social support and inclusion within a fitness environment<br>2.5 Identify ways that an instructor can obtain feedback from customers to support continued exercise adherence |
| 3. Understand the products and services offered by fitness instructors and facilities                 | 3.1 Identify the main products and services offered by fitness instructors and facilities<br>3.2 Identify the ancillary and specialist products/services that may be offered by fitness facilities<br>3.3 Describe a range of membership options/contracts offered by fitness facilities<br>3.4 Describe a typical customer journey through a fitness facility<br>3.5 Explain the importance of customer retention for a fitness instructor and facility                           |

| <b>Learning outcomes</b><br><b>The learner will:</b>                              | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|---|---|
| 4. Understand the skills and behaviours needed to deliver effective customer care | 4.1 Describe the common characteristics of people/ individuals who provide excellent customer care<br>4.2 Describe the features of personal presentation that will make a positive impression on customers<br>4.3 Describe the attitude required when dealing with customers<br>4.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers<br>4.5 Explain the concept of professionalism<br>4.6 Explain the importance of effective teamwork for the delivery of excellent customer care<br>4.7 Describe the team-working skills required to deliver an excellent customer experience<br>4.8 Identify ways that an instructor can positively influence member retention<br>4.9 Identify ways that an instructor can build a rapport with customers<br>4.10 Explain the importance of the instructor making him/ herself available and approachable to users, for example: <ul style="list-style-type: none"> <li>• walking around the gym floor</li> <li>• being available prior to a class</li> </ul> |
| 5. Understand the value of first impressions                                      | 5.1 Explain the importance of making a positive first impression on customers<br>5.2 Describe ways of creating a positive first impression when communicating with customers  |
| 6. Understand how to communicate clearly and effectively with customers           | 6.1 Identify different methods of communication, to include verbal and non-verbal methods<br>6.2 Identify positive body language<br>6.3 Identify negative body language<br>6.4 Give examples of when it is appropriate to take the initiative in approaching customers<br>6.5 Describe different methods of effective and efficient communication in a range of situations<br>6.6 Describe the communication approaches that will make a positive impression on customers<br>6.7 Explain why a consistent positive attitude and approach to customers is vital to an organisation   |
| 7. Understand how to be polite and approachable with customers                    | 7.1 Outline appropriate ways to meet and greet customers politely and confidently<br>7.2 Explain why it is important to respond to customers within an appropriate timescale<br>7.3 Explain how to acknowledge customers, even when busy<br>7.4 Describe how to work in a way that demonstrates to customers enthusiasm and a willingness to help   |

| Learning outcomes<br>The learner will:                               | Assessment criteria<br>The learner can:  |
|--|--|
| 8. Understand how to interact with customers in different situations | 8.1 Identify the personal qualities required to deal with customer problems<br>8.2 Describe how to communicate with dissatisfied customers<br>8.3 Describe the skills required to deal with potentially volatile or unpleasant situations<br>8.4 Identify responses and actions that may make problems worse<br>8.5 Describe how to adapt his/her communication style, attitude and response to meet individual customer needs<br>8.6 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances<br>8.7 Explain how and when to refer problems to a senior colleague<br>8.8 Explain how to use social media profiles as a fitness instructor<br>8.9 Describe the benefits and risks of using social media platforms for fitness instructors   |
| 9. Understand personal and professional development                  | 9.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development<br>9.2 Define continuing professional development<br>9.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations<br>9.4 Explain how to reflect on his/her work and highlight ways of improving skills, knowledge and practice<br>9.5 Describe how to work with others to evaluate his/her skills, knowledge and practice<br>9.6 Explain how to plan his/her continuing professional development<br>9.7 Explain the contribution that a workplace's performance appraisal and development processes can make to his/her continuing professional development<br>9.8 Outline how to access the sources of information required to fulfil continuing professional development |
| 10. Be able to make a good first impression on customers             | 10.1 Present him/herself to customers, including 'meeting and greeting'<br>10.2 Communicate efficiently and effectively with different types of customers<br>10.3 Demonstrate types of behaviour that make a positive impression on different types of customers<br>10.4 Approach and initiate a conversation with a customer who is not actively seeking his/her attention  |

| <b>Learning outcomes</b><br><b>The learner will:</b>     | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|--|---|
| 11. Be able to show the right attitude for customer care | 11.1 Recognise and respond when a customer wants or needs attention<br>11.2 Greet customers politely and positively<br>11.3 Speak to customers clearly and put them at ease<br>11.4 Recognise how customers are feeling<br>11.5 Establish a rapport with customers<br>11.6 Demonstrate a positive and enthusiastic attitude to customers at all times<br>11.7 Focus on his/her customers and ignore distractions<br>11.8 Show customers respect at all times and in all circumstances |
| <b>Assessment</b>  | Worksheet<br>Assignment<br>Summative observation  |

| <b>Learning outcomes</b><br><b>The learner will:</b>                     | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|--|--|
| 1. Understand health and safety in the workplace                         | 1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace<br>1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace<br>1.3 Explain the term 'duty of care' relating to the health and safety of self and others<br>1.4 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace<br>1.5 Describe what may happen if employers and employees do not follow legal requirements |
| 2. Understand hazards and risks in a fitness environment                 | 2.1 Describe the differences between a 'hazard' and a 'risk'<br>2.2 Identify the common hazards that may occur in the fitness environment<br>2.3 Identify the five steps of risk assessment<br>2.4 Describe how to deal with common hazards and manage risk in the fitness environment   |
| 3. Understand normal and emergency operating procedures in the workplace | 3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> <li>• normal operating procedures (NOPs)</li> <li>• emergency action plans (EAPs)</li> <li>• risk assessments</li> </ul> 3.2 Describe the key areas that should be included in a normal operating procedure<br>3.3 Describe the key areas that should be included in an emergency action plan   |
| 4. Understand how to maintain a safe and effective fitness environment   | 4.1 Identify handover information that needs to be provided at the start and end of a shift, and how to record this information<br>4.2 Describe the appropriate checks required to maintain the safety of the gym environment and equipment<br>4.3 Identify how to supervise the gym environment to ensure member safety   |

| <b>Learning outcomes</b><br><b>The learner will:</b>   | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|--|--|
| 5. Understand the cleaning requirements in fitness environments  | 5.1 Describe how a fitness facility maintains standards of cleanliness<br>5.2 List a range of cleaning substances used in a fitness environment<br>5.3 Identify the types of personal protective equipment that are necessary for cleaning operations in a fitness environment<br>5.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations<br>5.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations, for example: <ul style="list-style-type: none"> <li>• prioritising customers over cleaning duties</li> <li>• acknowledging customers as they pass through the cleaning area</li> <li>• temporarily moving cleaning equipment to ease a customer's travel through the area</li> </ul> 5.6 Describe the procedures for the disposal of waste from cleaning operations<br>5.7 Explain the importance of the safe storage and maintenance of cleaning equipment<br>5.8 Describe how to deal with spillages, breakages and waste in a fitness environment |
| 6. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations | 6.1 Identify the types of substance commonly used in a fitness facility that would be covered by COSHH<br>6.2 List the problems caused by hazardous substances<br>6.3 Identify the requirements of employers and employees, as stated in the COSHH Regulations<br>6.4 List the types of information provided in COSHH assessments<br>6.5 Describe why COSHH assessments are important  |
| <b>Assessment</b>  | Worksheet<br>Assignment  |

| <b>Learning outcomes</b><br><b>The learner will:</b>                           | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|--|--|
| <p>1. Know how to consult and support clients to change exercise behaviour</p> | <p>1.1 Identify the appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise</p> <p>1.2 Recognise the risk-stratification models used to assess risk</p> <p>1.3 Describe the barriers to changing exercise behaviour</p> <p>1.4 Outline strategies for overcoming barriers and building client motivation</p> <p>1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour</p> <p>1.6 Recognise different approaches to supporting clients in changing their exercise behaviour, to include:</p> <ul style="list-style-type: none"> <li>• motivational interviewing</li> <li>• a trans-theoretical model</li> <li>• rewards</li> <li>• cognitive reframing</li> </ul> <p>1.7 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour</p> <p>1.8 Differentiate between process and outcome goals for adherence</p> <p>1.9 Identify safe and realistic timeframes for the achievement of client physical goals</p> <p>1.10 Identify ways to monitor and review client progress</p> <p>1.11 Identify the appropriate methods for recording and storing client information</p> <p>1.12 Identify other professionals that can support the client when his/her needs go beyond the scope of practice. Recognise when to refer or signpost a client to other professionals</p> |



| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |
|--|---|
| 2. Understand the importance of a healthy lifestyle  | 2.1 Explain the health risks of being overweight or obese<br>2.2 Describe the current prevalence of obesity in the UK<br>2.3 Explain the risks of an unhealthy lifestyle<br>2.4 Explain the benefits of a healthy lifestyle<br>2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions<br>2.6 Identify sources of evidence-based, credible health and well-being information  |
| 3. Understand the importance of healthy eating   | 3.1 Describe the national food model/guide<br>3.2 Describe the key healthy eating advice that underpins a healthy diet<br>3.3 Explain the importance of adequate hydration<br>3.4 Explain the daily energy requirements for men and women<br>3.5 Explain the energy balance equation<br>3.6 Explain the dietary role of the key nutrients<br>3.7 Identify common dietary sources of the key nutrients<br>3.8 Explain the health risks of poor nutrition<br>3.9 Explain the benefits of a nutrient-rich diet<br>3.10 Identify sources of evidence-based, credible nutritional guidance |
| 4. Understand how technology can be used to support exercise adherence                             | 4.1 Identify technologies that can be used to support exercise adherence<br>4.2 Identify ways that technology can be used to motivate clients and help them achieve their goals   |
| 5. Know the established protocols for health screening and fitness assessment of gym-based clients | 5.1 List the health-screening measurements that are relevant to gym-based clients<br>5.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients<br>5.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients   |

| <b>Learning outcomes</b><br><b>The learner will:</b>  | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|---|---|
| <p>6. Be able to consult/interview and support clients to change their exercise behaviour</p> | <p>6.1 Prepare a positive consultation environment that encourages open communication</p> <p>6.2 Use the appropriate methods, techniques and communication skills to greet the client, build a rapport and gather information</p> <p>6.3 Explain his/her role, the role of other professionals and the role of the client in changing his/her exercise behaviour</p> <p>6.4 Provide the appropriate advice and guidance in response to a health-screening questionnaire</p> <p>6.5 Identify when to signpost a client to other professionals</p> <p>6.6 Ask open questions to gather the relevant information from a client</p> <p>6.7 Use active listening skills to gather information from a client</p> <p>6.8 Check client readiness to exercise</p> <p>6.9 Identify client barriers to exercise</p> <p>6.10 Identify the appropriate strategies to address client barriers</p> <p>6.11 Identify client goals</p> <p>6.12 Write specific, measurable, achievable, realistic/relevant and time-bound (SMART) goals to address client needs, wants and motivators</p> <p>6.13 Identify the appropriate review points to monitor client progress</p> <p>6.14 Record client information appropriately and with regard to confidentiality</p> <p>6.15 Follow the established protocols to safely, effectively and accurately carry out client-relevant health-screening measurements</p> |
| <p><b>Assessment</b></p>  | <p>Worksheet</p> <p>Assignment</p> <p>Modular summative observation</p>   |

| <b>Learning outcomes</b><br><b>The learner will:</b>                       | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|--|--|
| <p>1. Know how to plan a safe and effective gym-based exercise session</p> | <p>1.1 Recognise a safe and effective session structure</p> <p>1.2 Identify safe and effective exercises/equipment for inclusion in a gym-based session</p> <p>1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs</p> <p>1.4 Explain the purpose of a warm-up and cool-down</p> <p>1.5 Describe the appropriate exercises for inclusion in a warm-up and cool-down</p> <p>1.6 Explain the purpose and benefits of cardiovascular exercise</p> <p>1.7 Explain the purpose and benefits of muscular fitness and resistance exercises</p> <p>1.8 Explain the purpose and benefits of flexibility exercises</p> <p>1.9 Describe the appropriate exercises to improve the different components of fitness</p> <p>1.10 Describe different methods for monitoring exercise intensity</p> <p>1.11 Recognise the signs and symptoms of over-exertion and the potential acute negative effects of exercise</p> |
| <p>2. Be able to plan a safe and effective gym-based exercise session</p>  | <p>2.1 Prepare the equipment and environment for the session to ensure the safety of the client is maintained</p> <p>2.2 Select safe and effective exercises for all components of the session, which meet the client's needs, goals and ability</p> <p>2.3 Plan a safe and effective health-related, gym-based exercise programme to meet client needs and incorporate different components of fitness</p> <p>2.4 Plan adaptations and modifications to regress, progress and accommodate different client needs</p> <p>2.5 Record exercises using an appropriate format to assist client understanding</p>   |

| <b>Learning outcomes</b><br><b>The learner will:</b>  | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|---|--|
| <p>3. Be able to deliver a safe and effective gym-based exercise programme</p>              | <p>3.1 Use the appropriate instructional methods, techniques and communication skills to support clients at different stages of changing their exercise behaviour</p> <p>3.2 Provide support and motivation to clients</p> <p>3.3 Verbally screen clients to check their readiness to participate</p> <p>3.4 Instruct a safe and effective warm-up</p> <p>3.5 Instruct a safe and effective cardiovascular component</p> <p>3.6 Instruct a safe and effective muscular fitness/resistance training component</p> <p>3.7 Instruct safe and effective functional training exercises</p> <p>3.8 Instruct a safe and effective cool-down and flexibility component</p> <p>3.9 Explain the appropriate health and safety considerations to clients</p> <p>3.10 Monitor exercise intensity</p> <p>3.11 Monitor exercise safety</p> <p>3.12 Observe a client's exercise technique and accurately identify ways to improve his/her performance</p> <p>3.13 Adapt or modify exercises, as appropriate, to accommodate client needs</p> <p>3.14 Respond accurately and appropriately to client questions</p> |
| <p>4. Be able to encourage clients to increase physical activity and exercise adherence</p> | <p>4.1 Identify appropriate review points to monitor client progress</p> <p>4.2 Agree how goal achievement will be measured at the time of review and how the results will be meaningful to the client</p> <p>4.3 Signpost clients to other activities that they may enjoy or find interesting</p>   |

| <b>Learning outcomes</b><br><b>The learner will:</b>  | <b>Assessment criteria</b><br><b>The learner can:</b>  |
|---|--|
| <p>5. Be able to deliver a safe and effective gym-based induction to individuals and groups</p> | <p>5.1 Describe how inductions benefit the safe and effective use of a gym-based exercise environment</p> <p>5.2 Demonstrate the appropriate communication skills when working with groups</p> <p>5.3 Verbally screen groups of clients to check their readiness to participate</p> <p>5.4 Introduce clients to the appropriate warm-up exercises</p> <p>5.5 Introduce a range of functional exercises using an instructing method appropriate to the exercise and clients</p> <p>5.6 Introduce a range of cardiovascular machines using an instructing method appropriate to the exercise and clients</p> <p>5.7 Introduce a range of fixed-resistance machines using an instructing method appropriate to the exercise and clients</p> <p>5.8 Introduce clients to a range of free-weight exercises using an instructing method appropriate to the exercise and clients</p> <p>5.9 Demonstrate safe lifting, passing and spotting of weights.</p> <p>5.10 Introduce clients to a range of body-weight exercises using an instructing method appropriate to the exercise and client</p> <p>5.11 Introduce clients to appropriate cool-down exercises</p> <p>5.12 Manage groups of clients using appropriate instructing and supervision</p> <p>5.13 Observe client's exercise technique and accurately identify ways to improve his/her performance</p> <p>5.14 Explain modifications and adaptations to progress and regress specific exercises</p> <p>5.15 Explain the appropriate health and safety considerations and gym etiquette</p> <p>5.16 Explain to clients how to monitor their own exercise intensity</p> <p>5.17 Explain the relevant health-related benefits of exercise to clients</p> <p>5.18 Check that clients understand how to continue their programme without direct supervision</p> |

| <b>Learning outcomes</b><br><b>The learner will:</b> | <b>Assessment criteria</b><br><b>The learner can:</b>   |
|--|---|
| 6. Be able to evaluate own practice                  | 6.1 Gather feedback from clients in order to review and evaluate own practice<br>6.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting client needs<br>6.3 Evaluate the effectiveness of own instructional and communication skills for meeting client needs<br>6.4 Identify ways to improve own instructional skills and communication<br>6.5 Identify ways to improve session content to continue to meet client needs |
| <b>Assessment</b>                                    | Session plan<br>Summative observation<br>Modular summative observation<br>Self-evaluation   |

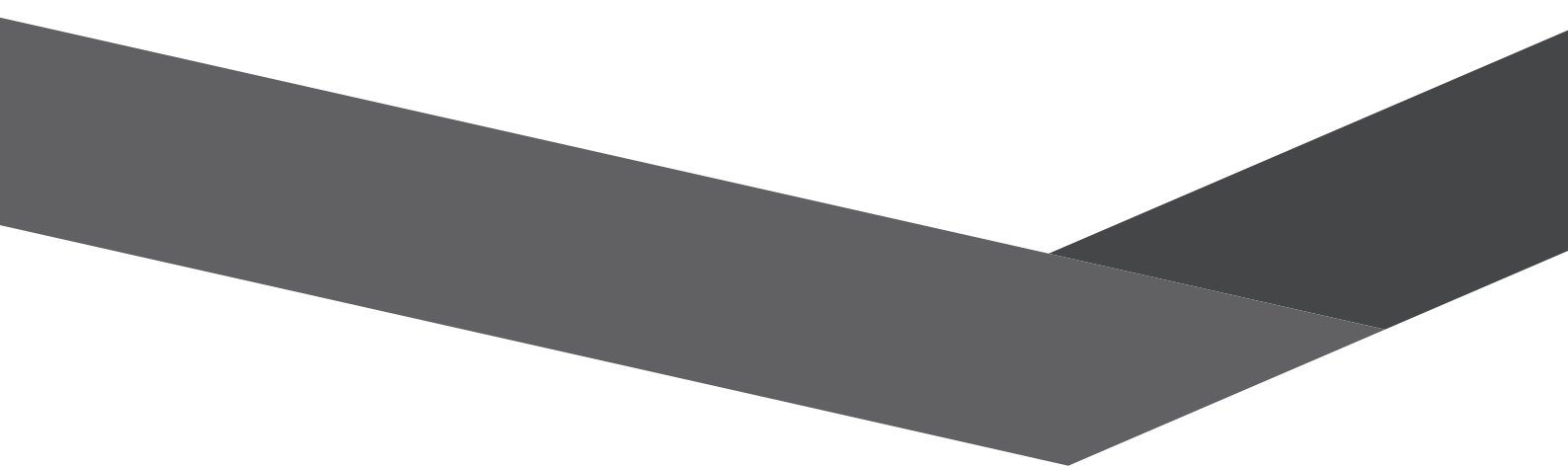


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