



Qualification
Guidance

Active IQ Level 2 Certificate in Gym Instructing

This qualification is for delivery in Wales only.

Qualification
Accreditation Number:

COO/4778/6

Version AIQ006304

Active iQ

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Introduction

The Active IQ Level 2 Certificate in Gym Instructing is at level 2 in the QiW database which is owned and managed by Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales. **This qualification is for delivery in Wales only.**

Guided learning hours:	142	Total qualification time:	240
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Credits:	24
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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.
- Learners who are enrolled on active leisure apprenticeships in Wales.

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.

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Qualification structure

Learners must complete the five mandatory units.

Mandatory Units

Unit	Unit accreditation number	Level	Credits	
1	Principles of anatomy, physiology and fitness	H/650/6200	2	6
2	Professionalism and customer care for fitness instructors	K/650/6202	2	3
3	Health and safety in the fitness environment	M/650/6204	2	3
4	Conducting client consultations to support positive behaviour change	J/650/6210	2	5
5	Planning and instructing gym-based exercise	K/650/6211	2	7

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

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems 3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems 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 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.6 Recognise the interaction of the energy systems during exercise 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) 5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved 5.3 Explain the role of dietary fibre in the maintenance of gut function 5.4 Explain the role of the liver and pancreas in assisting digestion 5.5 Describe timescales for digestion 5.6 Explain the importance of fluid in digestion

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand health and well-being	6.1 Define the components of health and well-being 6.2 Recognise factors that affect health and well-being, including the effects of lifestyle choices 6.3 Identify the role of activity and exercise in maintaining and managing health and well-being 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 7.2 Recognise the physiological effects of exercise on each component of fitness 7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness 7.4 Recognise factors affecting physical fitness 7.5 Recognise exercise contraindications and safety considerations for special populations
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for fitness instructing	1.1 Summarise the Equality Act and relate it to fitness instructing 1.2 Describe the scope of practice of a fitness instructor 1.3 Explain the insurance requirements when working as a fitness instructor 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 2.2 Identify ways that a fitness facility can meet the needs of different customers 2.3 Identify ways that an instructor can help customers have a positive exercise experience 2.4 Identify ways that an instructor can build social support and inclusion within a fitness environment 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 3.2 Identify the ancillary and specialist products/services that may be offered by fitness facilities 3.3 Describe a range of membership options/contracts offered by fitness facilities 3.4 Describe a typical customer journey through a fitness facility 3.5 Explain the importance of customer retention for a fitness instructor and facility

Learning outcomes The learner will:	Assessment criteria The learner can:
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 4.2 Describe the features of personal presentation that will make a positive impression on customers 4.3 Describe the attitude required when dealing with customers 4.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers 4.5 Explain the concept of professionalism 4.6 Explain the importance of effective teamwork for the delivery of excellent customer care 4.7 Describe the team-working skills required to deliver an excellent customer experience 4.8 Identify ways that an instructor can positively influence member retention 4.9 Identify ways that an instructor can build a rapport with customers 4.10 Explain the importance of the instructor making him/ herself available and approachable to users, for example: <ul style="list-style-type: none"> • walking around the gym floor • being available prior to a class
5. Understand the value of first impressions	5.1 Explain the importance of making a positive first impression on customers 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 6.2 Identify positive body language 6.3 Identify negative body language 6.4 Give examples of when it is appropriate to take the initiative in approaching customers 6.5 Describe different methods of effective and efficient communication in a range of situations 6.6 Describe the communication approaches that will make a positive impression on customers 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 7.2 Explain why it is important to respond to customers within an appropriate timescale 7.3 Explain how to acknowledge customers, even when busy 7.4 Describe how to work in a way that demonstrates to customers enthusiasm and a willingness to help

Learning outcomes The learner will:	Assessment criteria 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 8.2 Describe how to communicate with dissatisfied customers 8.3 Describe the skills required to deal with potentially volatile or unpleasant situations 8.4 Identify responses and actions that may make problems worse 8.5 Describe how to adapt his/her communication style, attitude and response to meet individual customer needs 8.6 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances 8.7 Explain how and when to refer problems to a senior colleague 8.8 Explain how to use social media profiles as a fitness instructor 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 9.2 Define continuing professional development 9.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations 9.4 Explain how to reflect on his/her work and highlight ways of improving skills, knowledge and practice 9.5 Describe how to work with others to evaluate his/her skills, knowledge and practice 9.6 Explain how to plan his/her continuing professional development 9.7 Explain the contribution that a workplace's performance appraisal and development processes can make to his/her continuing professional development 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' 10.2 Communicate efficiently and effectively with different types of customers 10.3 Demonstrate types of behaviour that make a positive impression on different types of customers 10.4 Approach and initiate a conversation with a customer who is not actively seeking his/her attention

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

Learning outcomes The learner will:	Assessment criteria The learner can:
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 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Explain the term 'duty of care' relating to the health and safety of self and others 1.4 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace 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' 2.2 Identify the common hazards that may occur in the fitness environment 2.3 Identify the five steps of risk assessment 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"> • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessments 3.2 Describe the key areas that should be included in a normal operating procedure 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 4.2 Describe the appropriate checks required to maintain the safety of the gym environment and equipment 4.3 Identify how to supervise the gym environment to ensure member safety

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<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"> • motivational interviewing • a trans-theoretical model • rewards • cognitive reframing <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 The learner will:	Assessment criteria The learner can:
2. Understand the importance of a healthy lifestyle	2.1 Explain the health risks of being overweight or obese 2.2 Describe the current prevalence of obesity in the UK 2.3 Explain the risks of an unhealthy lifestyle 2.4 Explain the benefits of a healthy lifestyle 2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions 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 3.2 Describe the key healthy eating advice that underpins a healthy diet 3.3 Explain the importance of adequate hydration 3.4 Explain the daily energy requirements for men and women 3.5 Explain the energy balance equation 3.6 Explain the dietary role of the key nutrients 3.7 Identify common dietary sources of the key nutrients 3.8 Explain the health risks of poor nutrition 3.9 Explain the benefits of a nutrient-rich diet 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 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 5.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients 5.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients

Learning outcomes The learner will:	Assessment criteria The learner can:
<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>Assessment</p>	<p>Worksheet</p> <p>Assignment</p> <p>Modular summative observation</p>

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<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>

Learning outcomes The learner will:	Assessment criteria The learner can:
<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>

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

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