



Occupational Standards
**GROUP EXERCISE
INSTRUCTOR**



Contents

Group A – Core Standards

- A1. Promote health and safety as an exercise professional
- A2. Apply principles of fitness, anatomy and physiology in fitness instruction
- A3. Recognise and apply exercise considerations for specific populations
- A4. Deliver a positive customer experience to clients
- A5. Support client motivation and adherence
- A6. Develop professional practice and personal career in the health and fitness industry

Group C – Group Fitness Instructor Standards

- C1. Conduct health screening
- C3. Plan and instruct group exercise

The REPS Philippines Occupational Standards for Group Fitness Instructors describe the competence and knowledge required for membership of REPS Philippines in the category of Group Exercise Instructor.

Group Fitness Instructor education programmes recognised by REPS Philippines must match to these standards. Employers can use these standards in their employment practices and to develop their workforce.

These standards are directly taken, with permission, from the International Confederation of Registers of Exercise Professionals (ICREPs) Global Standards. This ensures comparability of standards with other registers of exercise professionals around the world, and ensures REPS Philippines is operating in line with international best practice.



GROUP A Core Standards

A1. Promote health and safety as an exercise professional

This standard describes how 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 yourself as an exercise professional. 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:

1.0 Implement safe work practices

- 1.1 Follow relevant health and safety requirements and procedures at all times
- 1.2 Check for, identify and minimise hazards in the fitness environment
- 1.3 Record and report hazards according to procedures
- 1.4 Identify and report unsafe work practices
- 1.5 Address safety issues within the limits of own role and responsibility
- 1.6 Pass on suggestions for improving health and safety to relevant colleagues

2.0 Apply risk management processes

- 2.1 Identify risks
- 2.2 Assess and control risks using organisational procedures
- 2.3 Consult with relevant stakeholders to analyse and evaluate risks
- 2.4 Identify and evaluate control measures
- 2.5 Refer risks to others when required
- 2.6 Maintain risk management documentation

3.0 Assist with cleaning the exercise environment

- 3.1 Plan and prepare cleaning activities
- 3.2 Use cleaning substances according to organisational procedures

- 3.3 Clean equipment/ facilities in line with organisational standards and schedule

- 3.4 Use cleaning equipment correctly and safely

- 3.5 Maintain health and safety of self and others during

4.0 Maintain equipment for activities

- 4.1 Ensure equipment is in safe working order prior to operation

- 4.2 Examine and check equipment according to maintenance schedules

- 4.3 Conduct routine maintenance and minor repairs within scope of responsibility

- 4.4 Store and handle equipment according to manufacturer instructions

- 4.5 Complete records of routine maintenance and repairs

- 4.6 Report and isolate equipment which is beyond own scope of repair

5.0 Respond to emergency situations

- 5.1 Deal with injuries and signs of illness according to organisational procedures

- 5.2 Call for a qualified first aider or the emergency services when required

- 5.3 Follow emergency procedures when required

- 5.4 Identify and follow relevant accident/ incident/ hazard reporting procedures

(CONTINUED – A1. Promote health and safety as an exercise professional)

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Health and safety requirements in a fitness environment
- K2 Relevant 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 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, manual handling, personal safety, reporting procedures, security, use of personal protective equipment, waste disposal
- K5 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, unsafe working practices customer behaviour
- K6 Cleaning routines and organisational standards for cleaning
- K7 Different types of waste and how to dispose of it
- K8 Methods of controlling risk in the fitness environment dealing with the hazard personally, reporting the hazard to the relevant colleague, protecting others from harm
- K9 Roles of designated personnel within the fitness environment which could include: supervisors, managers, team, leaders, including nominated person(s) responsible for health and safety
- K10 Definition of hazards and how they can be identified, isolated, eliminated or minimised
- K11 Manufacturers' guidelines and instructions for the use of facilities and equipment
- K12 Policies and procedures related to routine maintenance tasks:
 - work health and safety
 - storage of equipment
 - maintenance schedules
 - record keeping
 - reporting channels
- K13 Documents relating to health and safety that may have to be completed and how to complete them correctly
- K14 Legislative rights and responsibilities for workplace health and safety
- K15 The types of accidents, injuries and illnesses that may occur in the fitness environment
- K16 How to deal with accidents, injuries and illnesses before qualified assistance arrives
- K17 How to decide whether to contact the on-site first aider or immediately call the emergency services
- K18 The procedures to follow to contact the emergency services
- K19 The roles that different staff and external services play during an emergency, including own role
- K20 Techniques for identifying and evaluating risks
- K21 How to identify and evaluate control measures in risk management

A2. Apply principles of fitness, anatomy and Physiology in fitness instruction

This standard describes how to apply an understanding of the components and principles of fitness, and an understanding of the human body structures, systems and terminology as they relate to fitness instruction and programming. The standard covers the structure and function of the circulatory system, respiratory system, digestive system, the skeleton, the muscular system, nervous system and energy.

Performance Criteria

Exercise professionals should be able to:

1.0 - Understand the components and principles of fitness, anatomy and physiology

- 1.1 Source and access evidenced based information relevant to the principles and components of fitness, anatomy and physiology
- 1.2 Develop knowledge of anatomical terminology relevant to injury prevention and fitness outcomes
- 1.3 Identify current and emerging knowledge of anatomy and physiology relevant to fitness instruction and programming
- 1.4 Determine credibility of sources of information related to principles of fitness, anatomy and physiology

2.0 Apply knowledge of anatomy and physiology to fitness instruction and programming

- 2.1 Apply knowledge of the principles and components of fitness, anatomy and physiology
- 2.2 Use correct anatomical and physiological terminology in a way that can be understood by the client

- 2.3 Apply understanding of injury prevention techniques to fitness instruction and programming
- 2.4 Apply knowledge of the structure and function of the following body systems to fitness instruction and programming: Circulatory, respiratory; musculoskeletal; nervous; digestive
- 2.5 Apply the limiting factors of the body's energy systems to the setting of exercise intensities when instructing fitness activities
- 2.6 Ensure correct postural alignment for exercises

3.0 Explain and demonstrate major movements of the body and major joint actions

- 3.1 Demonstrate major movements of the body while identifying major muscles
- 3.2 Demonstrate actions of major joints during exercise
- 3.3 Explain structure and function of skeletal muscle and process of muscle contraction during exercise
- 3.4 Correctly describe and demonstrate movements of the body to clients

Knowledge and Understanding

Exercise professionals should know and understand:

K1 Components of health related fitness (muscular strength, hypertrophy, aerobic endurance, muscular endurance, flexibility, body composition) and skill related fitness (agility, balance, coordination, power, reaction time, speed)

K2 Physiological implications of:

- specificity
- progression
- overload
- reversibility
- adaptability
- individuality
- recovery time

K3 The FITT principle (Frequency, Intensity, Time, and Type) and adaptation, modification and progression of each component of FITT in relation to the principles of training

K4 How the principles of training apply to each of the health-related components of fitness.

K5 Recognised national/international guidelines for developing the different components of fitness

K6 Differences between programming exercise for physical fitness and for health benefits

K7 Principles of Training

K8 The effect of speed of movement on posture, alignment and intensity

K9 The effect of levers, gravity and resistance on exercise

K10 Relevant anatomical and physiological terminology in the provision of fitness instruction and programming

- Anatomical terminology
- Anatomical planes of movement: frontal (coronal), sagittal and transverse

- Anatomical terms of location: superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep
- Movement terminology and muscle actions
- Structural levels of body organisation
- Functions of major muscles during exercise
- Types of muscle contractions
- Tissue types

K11 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
- systolic and diastolic blood pressure
- blood pressure classifications
- heart rate response to exercise
- oxygen demands of fitness activities
- relationship between exercise intensity and circulatory and ventilator responses

K12 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
- respiratory volumes and relationship to fitness levels and exercise

(CONTINUED – A2. Apply principles of fitness, anatomy and physiology in fitness instruction)

K13 The structure and function of the skeleton

- basic functions of the skeleton
- structures of the axial skeleton
- types of bones
- structures of the appendicular skeleton
- classification of bones
- structure of long bone
- stages of bone growth and repair
- posture in terms of curves of the spine, neutral spine alignment, potential ranges of motion of the spine and postural deviations of the spine
- exercises to improve postural alignment

K14 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

K15 The muscular system

- types, characteristics and functions of muscle tissue
- the basic structure of skeletal muscle
- names and locations the skeletal muscles
- major muscle groups
- 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
- role of muscles during movement
- structure of tendons and ligaments and their functions
- muscle actions and functions during different types of contractions

K16 The fascia system and how it relates to muscle movement

K17 How a muscle acts as a prime mover, Agonist, Antagonist, Fixator & Synergist Muscles during different movements

K18 Life-course of the musculoskeletal system, including bone, to

cover children, ante and postnatal women, older adults

K19 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
- by-products of the three energy systems and their significance in muscle fatigue
- energy demands of different activities
- the effect of exercise intensity on the energy substrate
- recovery
- times of energy systems and recovery techniques

K20 The nervous system and its relation to exercise

- role and functions of the nervous system
- structure and function of nerves
- principles of muscle contraction
- 'all or none law'/motor unit recruitment
- how exercise can enhance neuromuscular connections and improve motor fitness

K21 Structure and function of the digestive system

- function of each section of the alimentary canal
- how fats, proteins and carbohydrates are digested and absorbed and the main enzymes involved
- role of dietary fibre in the maintenance of gut function
- role of the liver and pancreas in assisting digestion
- timescales for digestion
- importance of fluid

K22 The acute physiological responses and physiological adaptations of the body's systems to exercise

K23 Undesirable responses to exercise

K24 Signs and symptoms of poor adaptation to training

K25 Thermoregulation of the human body

K26 Effects of exercise on long and short term physiological adaptations to exercise

K27 Environmental and physical factors that may affect performance

K28 Physiological response to different types of training (resistance, flexibility, speed and power)

A3. Recognise and apply exercise considerations for specific populations

This standard describes how to recognise exercise considerations common to specific population groups including disabled clients and older adults. It requires the ability to understand anatomical and physiological considerations and apply that understanding to client exercise participation aimed at improving health-related components of fitness. It applies to fitness instructors working within their scope of practise when providing advice regarding fitness services and referral requirements for clients from the following specific population groups:

- Children
- Ante/ post Natal women
- Older adults

This standard does not apply to provision of exercise to higher specific populations such as those referred by a doctor with a medical condition, or exercise prescription for moderate risk clients. This standard applies to fitness instructors who typically work independently with some level of autonomy in a controlled environment.

1.0 Use pre-exercise screening tools with clients from specific population groups

1.1 Use industry endorsed pre-exercise screening tools and risk stratification processes to identify the overall risk level of clients, and specifically those clients across the following specific population groups:

- children
- anti/ post natal women
- older adults

1.2 Discuss pre-screening results with the client and any recommendations/considerations

1.3 With the agreement of the client and meeting organisational guidelines, prepare and send communication about referral, where relevant, to medical or allied health professionals with supporting pre-exercise health screening documentation

2.0 Deliver exercise to specific population groups

2.1 Where relevant, check medical professional's agreement to proceed with exercise

2.2 Conduct sessions with specific population clients that incorporate:

- appropriate selection and monitoring of a range of gym based cardiovascular and resistance equipment, appropriate to their individual needs and according to industry guidelines
- demonstration, explanation, and instruction of exercises tailored to the client
- injury prevention strategies specific to client needs and programme
- suitable order and sequence of activities
- session components that target the needs and goals of the individual
- suitable duration, intensity, volume
- on-going clear and constructive feedback to clients and, where required, medical or allied health professionals
- use of evidence based exercise adherence strategies specific to the

2.3 Provide advice regarding fitness services and facilities for specific population clients

2.4 Meet requirements for duty of care for clients at all times



(CONTINUED – A3. Recognise and apply exercise considerations for specific populations)

Knowledge and Understanding

Exercise professionals should know and understand:

K1 Legislative and regulatory requirements regarding specific population exercise participation:

- child protection
- privacy
- anti-discrimination
- health and safety
- duty of care

K2 Organisational policies and procedures in regards to specific population exercise participation

K3 Industry endorsed risk management protocols, exercise implications and referral requirements

K4 Industry endorsed client pre-exercise screening processes

K5 Own professional role and scope of practice in relation to other relevant specialists when prescribing exercise and offering health and wellbeing advice and guidance

K6 Key health risk factors including modifiable and non-modifiable factors

K7 Common conditions and their symptoms and the impact that the symptoms have on a participant's ability to exercise

K8 The relationship between health risk factors and common conditions

K9 The impact medications can have on a participant's ability to exercise

K10 How pregnancy impacts a participants' ability to exercise

K11 How physical activity/exercise can help to prevent and manage common health conditions: chronic conditions including coronary heart disease, stroke, type 2 diabetes, cancer, obesity, mental health problems and musculoskeletal conditions

K12 The range of relevant exercise or health professionals that clients can be signposted/referred onto when they are beyond own scope of practice/area of qualification

K13 Industry endorsed risk stratification procedures, exercise implications and referral requirements for:

- low-risk clients
- moderate risk clients

- higher risk clients
- when there are extreme or multiple risk factors present and professional judgement to decide whether further medical advice is required
- identification of clients at high or higher risk of an adverse event occurring during exercise
- physical activity and exercise intensity and frequency guidelines

K14 Precautions to exercise relevant to the specific population in accordance with industry guidelines where applicable

K15 Benefits versus risk of participation

K16 Situations where cessation of exercise programme is required, this may include but is not limited to:

- chest pain at rest or during activity
- severe breathlessness/feeling faint/dizziness/loss of balance
- unusual fatigue or shortness of breath
- asthma aggravation/attack
- significant muscle, bone or joint pain (beyond what is normally expected during exercise)
- a situation whereby the fitness professional makes a judgement that continuing the session is beyond their professional capabilities and scope of practice, and could potentially compromise client health and safety

K17 Signs and symptoms of poor exercise tolerance or unstable condition

K18 Role of relevant medical or health professionals for referral processes

K19 Principles of ongoing monitoring of specific population clients, including repeating the pre-screening as appropriate

K20 Typical anatomical and physiological considerations for the following specific population groups:

- children
- anti/ post natal women
- older adults

K21 Appropriate management for signs and symptoms of intolerance or an unstable condition:

- cease or modify exercise
- refer to a medical or allied health professional
- call an ambulance if required

A4. Deliver a positive customer experience to clients

this standard describes how to provide good customer service and maximise the customer experience in the health and fitness industry. The standard covers presentation, communication, and customer service and customer engagement. Customer refers to the recipient of health and fitness services.

Performance Criteria

Exercise professionals should be able to:

1.0 – Provide customer service to clients

- 1.1 Greet clients effectively
- 1.2 Identify client preferences, needs and expectations correctly and recommend appropriate products services or information
- 1.3 Identify and take opportunities to enhance service quality
- 1.4 Engage with clients during exercise
- 1.5 Consult with a colleague or other professional where there is difficulty in meeting customer needs and expectations
- 1.6 Show sensitivity to cultural and social differences

2.0 - Communicate with clients

- 2.1 Maintain organisational standards for personal presentation

- 2.2 Communicate with clients in a polite, professional and friendly manner
- 2.3 Use appropriate language and tone in both written and spoken communication
- 2.4 Develop a rapport with and show empathy with clients
- 2.5 Provide information clearly to clients
- 2.6 Gather feedback from clients
- 2.7 Deal with complaints according to organisational requirements
- 2.8 Use appropriate non verbal communication skills
- 2.9 Listen to clients and ask questions to check Understanding

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Legal and ethical issues relating to exercise instructors and client relations
- K2 Standards of personal presentation that apply to the health and fitness industry and own organisation
- K3 The importance of presenting themselves and their organisation positively to clients
- K4 How to communicate effectively with a range of clients including different cultural groups
- K5 Appropriate language and the use of spoken, written and non-verbal communication
- K6 How to obtain feedback to support retention
- K7 Personal and interpersonal factors and their influence on customer service
- K8 How to identify client needs and expectations
- K9 How to find the correct information, products or services to meet client needs and expectations
- K10 How to form effective working relationships with clients
- K11 How to provide on-going customer service to clients
- K12 The importance of client care both for the client and the organisation
- K13 Why it is important to deal with clients' needs to their satisfaction
- K14 Customer service techniques to meet client requirements and requests
- K15 How to develop rapport with clients
- K16 How to promote suitable products and services
- K17 Promotional products and services provided by the fitness industry and the specific organisation
- K18 How to engage with clients during exercise and why client engagement is important
- K19 The importance of customer service to client motivation, adherence and retention
- K20 Demonstrate equality when working with a diverse range of clients
- K21 The importance of customer service in retaining clients and helping to broaden the reach of the health and fitness industry beyond its normal client base
- K22 How to manage conflict
- K23 The typical customer journey in a range of types of fitness facility
- K24 How to deal with complaints
- K25 The importance of being accessible and approachable to clients
- K26 Different methods of customer engagement including face-to-face, social media and digital technology

A5. Support client motivation and adherence

This standard describes how 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:

1.0 - Assist clients to develop motivational strategies

- 1.1 Identify clients' reasons for taking part in regular exercise and physical activity
- 1.2 Identify clients' preferences for exercise
- 1.3 Check clients understand the benefits of taking part in regular exercise and physical activity
- 1.4 Provide clients with accurate information about the recommended amount of physical activity for them to derive health benefits
- 1.5 Inform clients about opportunities for regular physical activity appropriate to their needs, abilities and preferences
- 1.6 Identify potential barriers to clients taking part in exercise and physical activity and work with clients to develop strategies reduce barriers
- 1.7 Work with clients to make best use of incentives, preferences and rewards

2.0 - Support client motivation

- 2.1 Support clients to recognise and develop their intrinsic and extrinsic motivation to exercise
- 2.2 Present own personal attitudes, actions and values to positively influence clients exercise adherence and behaviour
- 2.3 Create effective working relationships with clients
- 2.4 Apply a variety of motivational techniques when training clients
- 2.5 Use effective verbal and nonverbal communication skills when instructing clients to improve motivation and performance
- 2.6 Interpret client responses to exercise
- 2.7 Provide positive reinforcement and feedback to clients to positively influence exercise behaviour
- 2.8 Create a positive, motivating and empowering environment that supports clients to adhere to an exercise programme

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 The health benefits of regular physical exercise
- K2 The evidence linking physical activity to health benefits
- K3 The amount of physical activity required to achieve health benefits
- K4 Theories of motivation and behaviour change
- K5 Different stages of behaviour change and common behaviours at each stage
- K6 How to assist clients to develop their own strategy for motivation and adherence
- K7 The typical goals and expectations that clients have
- K8 The types of exercise preferences that different clients may have
- K9 How to support clients to adhere to exercise/physical activity
- K10 How to form effective working relationships with clients
- K11 How to support client motivation and adherence with a diverse range of clients
- K12 The requirements for successful behavioural change
- K13 The typical barriers to exercise/physical activity that clients experience and how to address them
- K14 How incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- K15 Different incentives and rewards that can strengthen clients' motivation and adherence
- K16 The communication skills needed to assist clients with motivation
- K17 How to interpret client responses including body language and other forms of behaviour especially when undertaking physical activity
- K18 Appropriate intervention strategies for each stage of behavioural change
- K19 Personal, environmental and psychological factors and their potential effect on exercise adherence
- K20 The use of technology to support motivation including wearable technology and apps

A6. Develop professional practise 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 exercises 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 basic aspects of the business of fitness

Exercise professionals should be able to:

1.0 - Reflect on professional practice

- 1.1 Evaluate behaviours against a code of conduct or code of ethical practice for instructors
- 1.2 Collect and review the outcomes of working with clients, their feedback and feedback from colleagues or managers
- 1.3 Evaluate the effectiveness of own exercise instruction
- 1.4 Evaluate how effective and motivational relationships with clients have been
- 1.5 Evaluate how well instructing styles matched clients needs
- 1.6 Evaluate effectiveness in managing clients' exercise, including their health, safety and welfare
- 1.7 Identify ways in which to improve future practice
- 1.8 Discuss ideas with other relevant professionals and take account of their views

2.0 - Improve own development and career opportunities

- 2.1 Review professional practice on a regular basis
- 2.2 Keep up-to-date with developments in the health and fitness industry
- 2.3 Identify career goals
- 2.4 Develop a personal action plan to help to improve professional practice and career advancement
- 2.5 Take part in relevant development activities as part of personal action plan

Knowledge and Understanding

Exercise professionals should know and understand:

- | | |
|--|--|
| K1 How to portray a professional image | industry |
| K2 The importance of reflection and continuing professional development | K13 How to identify areas where further development of professional practice is needed |
| K3 How to monitor the effectiveness of a training programme, exercise instruction, motivational relationships and instructional styles | K14 How to work within the boundaries of own professional knowledge, competence and qualifications |
| K4 The structure of the fitness industry and the role of the exercise professional in the industry | K15 The importance of having a personal action plan for development |
| K5 Industry organisations and their relevance to the fitness professional | K16 The types of development activities that are available and how to access these |
| K6 Appropriate registration systems and continuing professional development requirements | K17 The importance of regularly reviewing and updating personal action plan |
| K7 Relevant code of conduct or code of ethical practice | K18 How to identify existing and new trends in the fitness industry |
| K8 National guidelines, legislation and organisational procedures relevant to role of an exercise professional | K19 How to identify the best way to reach potential clients |
| K9 Employment and career progression opportunities in different sectors of the industry | K20 Fitness industry product offers and how to support secondary spend |
| K10 How to network and learn from industry groups, exercise community and health professionals | K21 The importance of digital media in the fitness industry |
| K11 How to improve own professional practice and career opportunities | K22 Social media/digital profiles and their impact. |
| K12 How to access information on developments in the fitness | K23 How to set up a professional social media/digital profile |

GROUP C Group Fitness Instructor Standards

C1. Promote health screening

This standard covers how 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.

Performance Criteria

Exercise professionals should be able to:

1.0 - Identify client fitness requirements

- 1.1 Question clients to confirm fitness goals, expectations and preferences
- 1.2 Confirm current and past physical activity participation
- 1.3 Describe available programmes, services and facilities relevant to client needs and expectations

2.0 - Administer pre-exercise health screening questionnaire

- 2.1 Explain purpose of pre-exercise health screening questionnaire and risk stratification to client

- 2.2 Administer an industry standard pre-exercise health screening questionnaire to client
- 2.3 Discuss outcomes of pre-exercise health screening with client
- 2.4 Refer client to medical practitioner or other appropriate professionals for further appraisal as required

3.0 - Advise benefits of fitness activities and exercise prescription

- 3.1 Explain benefits of fitness activities and fitness programmes
- 3.2 Advise client regarding suitability of relevant activities and programmes

Knowledge and Understanding

Exercise professionals should know and understand:

- K1 Policies and procedures for the collection, use and storage of personal client information
- K2 Ways of establishing rapport with different types of clients
- K3 The purpose and content of health screening questionnaires
- K4 Industry endorsed risk stratification models and procedures
- 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 Medical conditions that require medical clearance or referral
- K11 Role of medical or allied health professionals in the referral processes
- 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
- 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 fitness facilities, exercise programmes and services
- K17 Contraindications and precautions to participation in health and fitness assessments
- K18 Signs and symptoms of exercise intolerance
- K19 Methods for measuring exercise intensity:
 - heart rate response
 - respiration rate response
 - rate of perceived exertion
 - work output
- K20 Exercise adherence and behavioural change strategies: habits; intrinsic and extrinsic motivation; goal setting

C3. Plan and Instruct Group Exercise

This standard describes how to plan and instruct group exercise sessions. The standard focuses on the planning, selection, sequencing and progression of exercise, and instructing and monitoring clients to ensure safe conduct of activities.

Performance Criteria

Exercise professionals should be able to:

1.0 - Collect and analyse participant information

- 1.1 Collect information required to plan group exercise sessions
- 1.2 Follow legal and ethical requirements for the security and confidentiality of client information
- 1.3 Determine appropriate group fitness class format

2.0 - Plan group exercise session

- 2.1 Plan objectives for a group exercise session
 - 2.2 Plan the class structure, which could include:
 - single peak,
 - twin peak,
 - interval,
 - steady state
 - 2.3 Consider participant group characteristics and determine the expected fitness outcomes and session type for the client group
 - 2.4 Select and sequentially order exercise movements, including appropriate regressions, progressions and modifications
 - 2.5 Design exercise sequences, choreography as relevant, transitions and flow to meet desired class objectives
 - 2.6 Select exercises that target desired health or skill related components of fitness
 - 2.7 Plan appropriate phases of the session
 - 2.8 Plan realistic timings and, if applicable, original choreography for sessions and sequence of choreography to suit session type, which could include:
 - add on,
 - 32 count phrase,
 - verse chorus,
 - layering
 - 2.9 Provide safe and effective exercises appropriate to the needs and levels of the following client groups:
 - beginner,
 - intermediate,
 - advanced
 - 2.10 If required, select and sequence music, according to duration, concepts and phases and type of session
 - 2.11 If required access music, according to organisational policies and procedures and legal and regulatory requirements
 - 2.12 Identify and plan for possible risks during the session
 - 2.13 Document session plans
- #### **3.0 - Prepare for group exercise sessions**
- 3.1 Arrive in time to set up sessions, meet the clients punctually and make them feel welcome and at ease
 - 3.2 Provide safe and appropriate equipment for sessions as appropriate
 - 3.3 Organise sufficient space for safe exercise performance
 - 3.4 Check clients' level of experience and ability, identifying any new clients

- 3.5 Confirm capacity to independently participate in session and modify as required to suit specific needs
- 3.6 Foster a sense of community among class participants
- 3.7 Explain the purpose and value of the session, including warm-up and cool-down
- 3.8 Describe the exercises, including physical and technical demands
- 3.9 Use warm up activities that are safe and effective for the clients

4.0 - Instruct group exercise sessions

- 4.1 Observe client's performance throughout the session, changing position where necessary
- 4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions
- 4.3 Build up exercises gradually
- 4.4 Use appropriate volume, pitch and voice projection with or without a microphone
- 4.5 Provide effective cueing
- 4.6 Ensure clients work to the structure and phrases
- 4.7 Vary the pace and speed of exercise to ensure safety and effectiveness
- 4.8 Keep to the planned timings for the session
- 4.9 Use appropriate teaching methods to correct technical errors, reinforce technique and improve performance
- 4.10 Use effective verbal and visual communication and employ mirroring
- 4.11 Adapt exercises with suitable progressions and regressions according to clients' needs
- 4.12 Give attention and encouragement to all clients and use motivational techniques to positively influence performance during exercise sessions and maximise exercise adherence
- 4.13 Recognise and respond to inappropriate client behaviour to effectively manage group cohesion

5.0 - Bring group exercise sessions to an end

- 5.1 Allow sufficient time to end the session
- 5.2 End the session using cool down activities which are safe and effective for the clients
- 5.3 Give the clients an accurate summary of feedback on the session
- 5.4 Encourage clients to think about the session, ask questions, provide feedback, and identify their further needs
- 5.5 Make sure the clients have information about future sessions
- 5.6 Follow the correct procedures for checking and dealing with any equipment used

(CONTINUED – C3. Plan and instruct group exercise)

5.7 Leave the environment in a condition acceptable for future use

6.0 - Evaluate group exercise sessions

6.1 Evaluate clients' responses and feedback

6.2 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

Knowledge and Understanding

Exercise professionals should know and understand:

For the whole standard

- K1 Relevant legislative and organisational policies and procedures to support safe and effective exercise including safe use of equipment
- K2 The principles of training and components of fitness in terms of their use in group exercise
- K3 The motivational needs of exercise clients in group fitness classes
- K4 Injury prevention strategies related to group exercise
- K5 The effect of levers, gravity, resistance and speed on exercise
- K6 The physical, psychological and social reasons for clients participating in group exercise
- K7 Methods of learning (eg visual, verbal) and their application to group fitness

Collecting and analysing information

- K8 The information which can be collected before a group exercise session including the needs and potential of the clients
- K9 How to collect and use client information to plan group exercise

Planning group exercise

- K10 Different objectives for a group exercise session, to include:
 - cardio-vascular fitness,
 - muscular fitness,
 - flexibility,
 - motor skills
- K11 A range of session types and exercises that are safe and appropriate for clients
- K12 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
- K13 The purpose of exercises, how to break exercise/movements down to their component parts
- K14 Principles of exercise planning and repertoires to enable the selection and sequencing of exercises appropriate for

Preparing for a group exercise sessions

6.3 Evaluate own performance

6.4 Identify potential improvements for future sessions

6.5 Identify how to improve personal practice in group exercise

6.6 Update session documentation

beginner, intermediate and advanced clients

- K15 Equipment where used in group exercise, and its uses
- K16 If required, how to select speed and type of music as appropriate to the clients and phases of the class
- K17 If required how to select appropriate music for exercise sessions, with appropriate music beat, tempo volume, rhythm and phrasing
- K18 Choreographic methods, transitions and sequential exercise movements
- K19 The organisational, regulatory and legal requirements covering the use of music including music licensing
- K20 The principles involved, as applicable, in developing choreography for a group exercise session which may include:
 - add-ons,
 - pyramids,
 - holding patterns,
 - travelling,
 - organised action,
 - movement transitions

K21 The suitability of speed and type of music for the clients and section of the class

K22 Principles of exercise programme design

- muscle action
- loading and volume
- exercise selection and order
- rest periods
- repetition velocity
- frequency
- K23 Phases of group exercise sessions
 - warm up
 - pulse raise
 - Mobility
 - main cardiovascular workout
 - Using aerobic curve
 - Pulse raise
 - Main workout
 - Build down
 - muscle strength and endurance
 - flexibility

K24 Time management as it relates to weighting of each component of the class

(CONTINUED – C3. Plan and instruct group exercise)

K25 Function and safety of equipment suitable for group exercise

K26 How to prepare self, equipment and space for group exercise sessions

K27 The purpose and value of the warm up and safe and effective warm up activities for group exercise
Instructing group exercise sessions

K28 Appropriate instructing positions and how to observe clients throughout the session

K29 Safe and effective alignment of exercise positions

K30 How to build exercises up gradually, to include:

- layering techniques,
- holding patterns

K31 Effective methods of combining movements

K31 Principles of exercise instruction to ensure a safe and effective session

K33 If required the different methods of adapting exercise to music to ensure appropriate progression and regression

K34 Teaching methods and how to correct technical errors

K35 Teaching strategies (e.g. slow-to-fast, repetition reduction, spatial, part-to-whole, simple-to-complex) used to facilitate participant learning

K36 Domains and stages of learning

K37 Learning styles

K38 Instructional and motivational techniques suitable for group exercise to support client adherence to exercise

K39 Appropriate communication skills

K40 Effective teaching and communication methods for correcting exercise technique, balance and movement

K41 Teaching techniques appropriate to a group fitness class

K42 Methods of voice projection and effective use of volume and pitch of voice

K43 When music is used determine the suitability of speed and type of music for the clients and section of the class

K44 Principles of effective cueing and how to work to the structure and phases with or without music

K45 Safety factors during a session and how to identify any new risks

K46 Criteria requiring immediate termination of exercise participation

K47 The principles of group behaviour management during exercise sessions

Bringing a group exercise session to an end

K48 The purpose and value of the cool down and safe and effective cool down activities for group exercise sessions

K49 Why it is important to get feedback from clients on group exercise sessions

K50 How to ensure clients can give feedback and receive information about future sessions

Evaluating a group exercise session

K51 Principles of evaluation and self-reflection

K52 How to use session evaluation to improve future sessions

