

The Qualification Hub

Qualification Specification

TQH Level 2 Certificate in Fitness Instructing (Gym)





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The Qualification Hub (TQH)

The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications ranging from Entry Level 1 to Level 5.

TQH Contact Details

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Qualification Level

The level of a qualification reflects the level of difficulty and complexity of the knowledge and skills it requires. The qualification levels range from Entry 1-3 to Levels 1-8, with a total of eight levels in place.

Qualification Size

In the context of qualifications, size refers to the estimated total amount of time required for studying and assessment. This size is measured in terms of Total Qualification Time (TQT), which includes Guided Learning Hours (GLH) - the portion of time spent in supervised or taught sessions, as opposed to studying independently.



TQH Qualification Regulation Information

TQH Level 2 Certificate in Gym Instructing

Operational start date: TBC

Certification end date: TBC

Sector Subject Area - 8.1 - Sport, leisure and recreation

Grading is pass/fail.

Links to National Standards

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Entry Requirements

1. none

Progression

This qualification provides a pathway for further progression into related Level 3 or Level 4 qualifications, including:

- TQH Level 3 Diploma in Instructing Mat Based Pilates
- TQH Level 3 Diploma in Exercise Referral
- TQH Level 4 Certificate in Strength and Conditioning Coaching for Enhanced Performance
- TQH Level 4 Certificate in High Performance Coaching for Sports and Athlete Development
- TQH Level 4 Certificate in Wellness Based Support for Long Term Conditions in Type 2 Diabetes

Delivery Languages



This qualification is available in English only at this time.

Qualification Target Group

Aspiring Gym Instructors, Entry-Level Fitness Professionals

Qualification Aim

TQH Level 2 Certificate in Gym Instructing course enables learners to gain the core knowledge and practical skills required to work as a gym-based fitness instructor. The course covers human anatomy and physiology, professionalism in customer service, consultation and assessment skills, as well as gym-based programme design and delivery tailored to client needs and goals.

Qualification Objectives

By the end of this course, participants will be able to:

- Understand the structure and function of major body systems and the physiological effects of exercise.
- Promote a positive customer experience and apply professional conduct within a fitness environment.
- Conduct client consultations, risk assessments, and deliver safe gym inductions.
- Plan, instruct, and adapt gym-based exercise programmes to support diverse client needs.
- Apply motivational strategies and behaviour change principles to support client adherence.
- Ensure health and safety, hygiene, and ethical standards are met in the gym environment.
- Reflect on personal performance and implement strategies for continuous professional development.

Purpose

The purpose of this qualification is to provide learners with the essential theoretical knowledge and practical competencies to safely and effectively instruct gym-based exercise. Learners are equipped to engage with clients, assess their fitness, design appropriate exercise programmes, and deliver



sessions that align with professional and industry standards.

This qualification includes the critical knowledge and practical skills needed to meet the physical activity sector's minimum deployment standards for gym-based instruction.



Centre Requirements for Delivering the Qualification

Prior to commencing delivery, both new and existing TQH recognised centres must apply for and be granted approval to deliver the qualification. Centres are required to have the following roles in place as a minimum:

- Centre Contact
- Tutor
- Assessor
- Internal Quality Assurer (IQA)

(To obtain further information regarding the approved centre prerequisites, kindly refer to TQH Centre Approval Process for detailed guidance)

Requirements for Tutors

Tutors should hold, or be working towards, a teaching qualification. The following examples are acceptable, although TQH will consider other teaching qualifications on request:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS).
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS).
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS).
- Certificate of Education.
- PGCE.
- Award in Education and Training.
- Certificate in Education and Training.

The tutor will need to demonstrate they have the appropriate knowledge, understanding, and competence for TQH qualification they wish to teach.



Tutors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the tutor's role. This ensures tutors keep pace with the current trends and standards of others working in their industry.

Requirements for Assessors

Assessors should hold, or be working towards, a recognised assessing qualification. The following examples are acceptable, although TQH will consider other assessor qualifications on request:

- D32/33 qualification.
- A1 qualification.
- Level 3 Award in Understanding the Principles and Practices of Assessment or equivalent.
- Level 3 Award in Assessing Vocationally Related Achievement or equivalent.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

If assessors wish to assess work-based competency qualifications, then they must hold, or be working towards, one of the following qualifications:

- D32/D33 qualification.
- A1 qualification.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

Assessors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to applying for the Assessor role. This ensures staff keep up with the current trends and standards of others working in their industry.



Trainee assessors must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Requirements for an Internal Quality Assurer (IQA)

Internal verifiers should hold, or be working towards, a recognised Internal Quality Assurance qualification. The following examples are acceptable, although TQH will consider other IQA qualifications on request:

- 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).

Internal Quality Assurers must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the IQA role. This ensures staff keep pace with the current trends and standards of others working in their industry.

Trainee internal verifiers must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Important Notes

- It is not best practice for the IQA to provide the IQA for aspects of course delivery that s/he has tutored



- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.

Quality Assurance of Centre Performance

External Quality Assurance

The EQA will typically visit the Centre twice a year, with one visit being announced and the other unannounced.

The role of the External Quality Assurer is to collaborate with the Centre to review its systems and procedures, interview assessors for consistency, support and work with the IQAs, and interview learners both remotely and in person, sampling assessments both incognito and openly with the Centre. The EQA will also examine internal quality assurance decisions and records, and verify that full qualification or individual unit certifications are correct.

The Centre is responsible for providing the EQA with access to its premises, staff, learners, data, records, meetings, and documents as required. The Centre uses TQH Platform and all learner data is available online 24/7.

The EQA will validate evidence on TQH system on a weekly basis to provide feedback and certification.

Standardisation

It is a method that assures all staff members, such as teachers, trainers, assessors, and quality assurance personnel, interpret and adhere to the programme's requirements or qualifications in the same manner.

If requested, centres offering units of a TQH qualification must attend and provide assessment materials and learner evidence for standardisation events.



Administration

Learner Registration

- A. Use its best endeavours to verify that the identity and information provided by the Learners upon registration is accurate and complete as per Identification Policy
- B. Register Learners promptly upon enrolment with the Centre. The centre must register learners on TQH platform 14 days after enrolling learners at centre level;
- C. Only register Learners for qualifications whom it reasonably expects to complete a qualification;
- D. Only register Learners for qualifications the centre is approved to deliver;
- E. Take all reasonable steps to ensure that learners are fully informed about the requirements of their selected qualifications as set out in the relevant qualification specifications and guides published by TQH.
- F. Provide appropriate induction and support to learners, in accordance with TQH Policies and Procedures.
- G. Have in place arrangements to allow for recognition of prior learning, where this is appropriate for a qualification, and in accordance with the relevant TQH Policies and Procedures;

(To obtain further information regarding registration, kindly refer to Registration of Learners)

Certification

The primary responsibility for initiating certificate claims lies with the Centres. A Centre cannot make a claim for certification unless it is confident that the student has completed all necessary assessments and has reached the required level of proficiency for the qualification. Only after completing all internal quality assurance procedures can a Centre make this determination. Certificates will be issued within 20 working days.



Qualification Fees

TQH publishes all up to date qualification fees in its Fees and Invoicing Policy.

Equality, Fairness, and Inclusion

In developing the specifications for these qualifications, TQH has taken into account the demands of equality legislation. If you need more information or guidance on how to access fair assessments or want to know more about TQH's Reasonable Adjustments and Special Considerations policies.

TQH Centre handbook contains additional information on the headings mentioned. Please refer to it for further details.



Structure and Content - TQH Level 2 Certificate in Fitness Instructing (Gym)

Accreditation Number	610/2812/5
Guided learning hours	157
Total qualification time	230

Unit	Level	GLH	Credits	Portfolio	Practical observation
Anatomy and Physiology for Fitness Professionals	2	39	4	✓	
Promoting a Positive Customer Experience via Professionalism in a Fitness Environment	2	39	4	✓	
Fitness Consultation, Assessment, and Motivation Techniques for Effective Lifestyle Management	2	39	4	✓	✓
Developing and delivering gym-based exercise programmes	2	40	4	✓	✓
• Learners must complete all of the units. • Successful completion of all components results in a pass grade.					



Unit 1 - Anatomy and Physiology for Fitness Professionals

1. Know the structure and function of the circulatory system	1.1 Identify the location of the heart. 1.2 Describe the function of the heart. 1.3 Order how blood moves through the four chambers of the heart. 1.4 Describe systemic and pulmonary circulation. 1.5 Describe the structure and function of the blood and blood vessels. 1.6 Identify systolic and diastolic blood pressure. 1.7 Identify blood pressure classifications.
2. Know the structure and function of the respiratory system	2.1 Describe the structure and function of the lungs. 2.2 Identify the main muscles involved in breathing. 2.3 Order the passage of air through the respiratory tract. 2.4 Describe the gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration), including the role of alveoli.
3. Understand the structure and function of the skeleton	3.1 Describe the functions of the skeleton. 3.2 Locate the structures of the axial skeleton. 3.3 Locate the structures of the appendicular skeleton. 3.4 Describe the classification of bone. 3.5 Identify the structure of long bones. 3.6 Describe stages of bone growth. 3.7 Describe posture in terms of spine curves, neutral spine alignment, movement potential of the spine, and deviations from neutral spine alignment.
4. Understand joints in the skeleton	4.1 Describe the classification of joints. 4.2 Describe the structures of synovial joints. 4.3 Classify the types of synovial joints and their range of motion. 4.4 Explain joint movement potential and joint actions. 4.5 Describe joint movement potential and joint actions.
5. Understand Anatomical planes of movement and terms of location	5.1 Describe the classification of anatomical terms of location: superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep. 5.2 Identify the anatomical axis and planes with regard to joint actions and different exercises.
6. Understand the muscular system	6.1 Describe three types, characteristics, and functions of muscle tissue. 6.2 Describe the structure of skeletal muscle. 6.3 Name the location of the anterior skeletal muscles.



	6.4 Name the location of the posterior skeletal muscles. 6.5 Describe the structure and function of the pelvic floor muscles. 6.6 Identify types of muscle action. 6.7 Describe joint actions brought about by specific muscle group contractions. 6.8 Identify skeletal muscle fibre types and their characteristics.
7. Understand the life course of the musculoskeletal system	7.1 Describe the life course of the musculoskeletal system, including implications for young people in the 13-18 age range. 7.2 Describe the life course of the musculoskeletal system, including implications for older people (50+). 7.3 Describe the life course of the musculoskeletal system, including implications for ante- and post-natal.
8. Understand energy systems and their relation to exercise	8.1 Describe how carbohydrates, fats, and proteins produce energy/adenosine triphosphate. 8.2 Explain the use of the three energy systems during aerobic and anaerobic exercise. 8.3 Describe anabolism, catabolism, and excess post-exercise oxygen consumption (EPOC). 8.4 Identify the by-products of the three energy systems and their significance in muscle fatigue. 8.5 Identify the by-products of the three energy systems and their significance in muscle fatigue. 8.6 Describe the effect of endurance training/advanced training methods on fuel for exercise.
9. Understand the nervous system	9.1 Describe the role and functions of the nervous system. 9.2 Explain the principles of muscle contraction. 9.3 Explain the 'all or none' law/motor unit recruitment. 9.4 Explain how exercise can enhance neuromuscular connections and improve motor fitness.
10. Understand the structure and function of the digestive system	10.1 Describe the functions of the digestive system. 10.2 Describe the main enzymes involved in the digestion and absorption of fats, proteins, and carbohydrates. 10.3 Describe the role of dietary fibre in the maintenance of gut function. 10.4 Outline the role of the liver in assisting digestion. 10.5 Outline the role of the pancreas in assisting digestion. 10.6 Outline the timescale for digestion. 10.7 Describe the importance of fluid.



11. Know exercise adaptations to anatomy and physiology	11.1 Identify the short and long-term effects of exercise on the circulatory system via exercise. 11.2 Identify the short and long-term effects of exercise on the respiratory system. 11.3 Identify the short and long-term effects of exercise on the skeleton. 11.4 Identify the short and long-term effects of exercise on the joints. 11.5 Identify the short and long-term effects of exercise on the muscular system. 11.6 Identify aspects that influence the energy system used, to include: intensity, duration, and individual fitness levels. 11.7 Identify the short and long-term effects of exercise on the nervous system. 11.8 Identify the short and long-term effects of exercise on the digestive system.
Assessment method	Portfolio of evidence
Unit accreditation number	pending



Unit 2 - Promoting a Positive Customer Experience via Professionalism in a Fitness Environment

1. Understand customer needs within a fitness environment	1.1 Identify the local demographics of their organisations customers and how this affects the products and services offered. 1.2 Describe customer expectations and aspirations within the fitness facility environment. 1.3 Describe how to build social support and inclusion within the fitness facility environment. 1.4 Describe how to obtain feedback to support membership retention.
2. Understand customer service within a fitness environment	2.1 Identify products and offerings within a fitness environment. 2.2 Describe a typical customer journey in a fitness facility environment. 2.3 Describe how fitness professionals should present themselves. 2.4 Explain the importance of customer retention and how to influence customer retention.
3. Understand customer engagement within a fitness environment	3.1 Describe different methods to engage with customers, e.g. face-to-face, telephone, written (letters, email, posters), social media, and digital technology. 3.2 Describe different types of conflicts and how to manage them. 3.3 Outline different methods to build rapport in order to maximise the customer experience. 3.4 Describe how to support the safe and enjoyable use of the fitness facility. 3.5 Describe the importance of "walking the gym floor." 3.6 Describe the importance of being accessible and approachable to clients. 3.7 Explain what touchpoints are in relation to a fitness environment.
4. Understand customer communication within a fitness environment	4.1 Describe different communication techniques and how to use them: observation/non-verbal techniques/body language, open/closed questioning, and active listening. 4.2 Explain how to adapt communication methods to meet the needs of customers from differing backgrounds, cultures, and/or experiences
5. Understand customer feedback within a fitness environment	5.1 Describe different methods to obtain customer feedback and channels of recording and reporting in line with organisational procedures. 5.2 Describe the feedback cycle and the impact of their role on the



	customer experience.
6. Understand routine maintenance and cleaning within a gym environment	6.1 Identify a range of cleaning equipment and substances suitable for cleaning a fitness environment. 6.2 Explain personal protective equipment's role in a fitness environment. 6.3 Outline the cleaning routines and organisational standards relevant to the gym environment. 6.4 Describe how to maintain the safety of themselves and others.
7. Understand health and safety within a fitness environment	7.1 Describe how to adhere to the manufacturer's guidelines. 7.2 Explain control of substances hazardous to health (COSHH). 7.3 Describe how electrical safety is important in a fitness environment. 7.4 Describe the security and safe storage of equipment.
8. Understand risk in a fitness environment	8.1 Identify the personal protective equipment used in a fitness environment. 8.2 Describe how a risk assessment is conducted in a fitness environment. 8.3 Outline the steps involved in creating an emergency action plan for a fitness environment.
9. Understand conduct and ethics for the fitness professional	9.1 Explain how to conduct oneself and portray a professional image. 9.2 Explain the roles and responsibilities of self and others involved in the program, including the client and other staff/professionals. 9.3 Identify relevant industry codes of professional conduct/ethics related to your own role.
10. Understand how National guidelines, legislation, and organisational procedures apply within the leisure sector	10.1 Describe data protection measures that must be taken within a fitness environment. 10.2 Explain the importance of client confidentiality within a fitness environment. 10.3 Outline situations that may give rise to a conflict of interest within a fitness environment. 10.4 Describe AccessNI check and its relevance to fitness professionals in a fitness environment. 10.5 Explain the importance of safeguarding children and vulnerable adults within a fitness environment. 10.6 Describe the principles of equality and diversity and how they apply in a fitness environment. 10.7 Explain the importance of personal liability insurance for fitness professionals working in a fitness environment. 10.8 List the types of substances that are hazardous to health in



	a fitness environment and describe measures to control their use. 10.9 Outline the reporting requirements for injuries, diseases, and dangerous occurrences within a fitness environment. 10.10 Explain the importance of electricity at work regulations within a fitness environment. 10.11 Describe the first aid regulations that apply within a fitness environment. 10.12 Explain a fitness professional's own role and responsibilities in a fitness environment. 10.13 Outline some normal operating procedures (NOPs) that should be followed within a fitness environment.
11. Understand the professional and personal importance of continuing professional development (CPD)	11.1 Explain the importance of accessing regular relevant CPD activities. 11.2 Outline how to access relevant industry-recognised CPD. 11.3 List and describe ways to keep up to date with industry trends. 11.4 Describe how to work within the boundaries of your own professional knowledge and competence based on qualifications and experience. 11.5 Explain the significance of possessing a qualification mapping to the relevant CIMSPA professional standard(s) when programming exercise for children and young people. 11.6 Outline the steps involved in completing self-reflection/evaluation to aid personal development. 11.7 Identify relevant legislation/policy and guidelines relating to CPD.
12. Understand how to develop business acumen in the leisure sector	12.1 Explain the importance of financial planning for fitness professionals. 12.2 Describe how to create a profit and loss statement and track taxes and insurance payments. 12.3 List common expenses that a fitness professional should plan for, such as national insurance and music license fees. 12.4 Outline how to support secondary spending within the fitness environment. 12.5 Explain the impact of digital media on the fitness industry. 12.6 Describe how to create a digital plan to promote a fitness business. 12.7 List social media platforms and their impact on the fitness industry. 12.8 Outline the steps to create a professional social media/digital profile.



Assessment method	Portfolio of evidence
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Unit 3 - Fitness Consultation, Assessment, and Motivation Techniques for Effective Lifestyle Management

1. Understand the internal impact of the client consultation process	1.1 Describe the significance of the consultation process as part of the customer experience/customer journey. 1.2 Explain the importance of educating the client about the professional role boundaries and limitations in providing assistance. 1.3 List and describe the full range of activities/services/classes across the fitness environment available to the client, and how to provide further information about them. 1.4 Outline how to cater for different demographics, fitness levels, and goals of the client in the gym-based exercise programme planning process. 1.5 Describe the relevance of data protection and client confidentiality in the consultation process. 1.6 Explain the organisation's customer charter/service promise and the importance of striving to exceed it. 1.7 Describe related products, systems, and technology (e.g. class booking apps) that help to enhance the customer experience.
2. Understand risk stratification and referral protocols for fitness professionals	2.1 Describe the purpose of pre-exercise health screening. 2.2 Describe the process of obtaining informed consent from a client. 2.3 List absolute and relative contraindications that a fitness professional should be aware of. 2.4 Recognise risk stratification models used to risk assess clients. 2.5 Outline the ACSM (American College of Sports Medicine) risk stratification model. 2.6 Outline the Morgan-Irwin risk stratification model. 2.7 Explain the process of referring a client to another medical professional in the context of a fitness programme. 2.8 Outline the process of identifying when to refer, signpost, or take action, and the appropriate action to take in each circumstance based on the risk level of the client in the context of a fitness programme.
3. Understand the client assessment and review process	3.1 Describe the process of using lifestyle questionnaires to gather relevant information for a fitness programme. 3.2 Explain how to select appropriate assessments for a client based on assessment conditions and expectations of the organisation.



4. Understand how to carry out the client induction process	4.1 Describe the relevant policies and procedures in the gym environment and how they relate to your role. 4.2 Outline the facility walk-through or show-round that should cover the gym floor, class and spin studios, cardio, and resistance equipment. 4.3 Describe how to adapt the induction to meet the individual needs of the client and small group of up to 5 people to ensure maximum effectiveness.
5. Understand the importance of a healthy lifestyle	5.1 Explain the components of a healthy lifestyle and factors that affect health and wellbeing. 5.2 List the UK physical activity guidelines for different ages and describe the dose-response relationship. 5.3 Outline the nationally recognised healthy eating recommendations. 5.4 Describe how to seek evidence-based and reputable health and wellbeing advice. 5.5 Explain the benefits of physical activity and exercise to health and wellbeing. 5.6 Describe how to tailor advice on the components of a healthy lifestyle to an individual client. 5.7 Explain how to effectively communicate the health-related benefits of exercise to the client. 5.8 List ways in which technological advancements can be used to support the customer experience to increase physical activity levels, motivation, and focus.
6. Understand the Prevention and management of common health conditions for client's	6.1 Explain how technological advancements can be used to support the customer experience to increase physical activity levels, motivation, and focus. 6.2 List the professional role and scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance. 6.3 Describe how physical activity/exercise can help to prevent and manage common health conditions, to include: a. chronic conditions b. coronary heart disease c. stroke d. type 2 diabetes e. cancer, obesity f. mental health problems g. musculoskeletal conditions 6.4 Recognise the prevalence and health implications of the UK population. 6.5 Differentiate the range of relevant exercise or health



	professionals that the client can be signposted/referred to when they are beyond their own scope of practice/area of qualification.
7. Understand behaviour change and exercise adherence	7.1 Describe techniques that can be used to help a client change their lifestyle behaviour. 7.2 Describe the barriers to changing exercise behaviour. 7.3 Describe the stages of change/trans-theoretical model of behaviour change. 7.4 Differentiate between intrinsic and extrinsic motivation in exercise adherence. 7.5 List a range of techniques/approaches that can motivate adherence to exercise.
8. Be able to conduct consultations, assessments and gym inductions	8.1 Conduct the range of assessments that are relevant to the general population. 8.2 Use a validated health screening questionnaire to screen a client for medical conditions. 8.3 Assess the client's readiness to exercise and the need for signposting or referring to other relevant professionals. 8.4 Engage and build rapport with clients with varying needs. 8.5 Demonstrate empathy towards clients. 8.6 Give positive, motivating, timely, and relevant feedback to clients. 8.7 Take responsibility for clients and be accountable for their progress. 8.8 Use effective communication methods to ascertain a client's needs and enhance the customer experience. 8.9 Use the appropriate instructional methods, techniques, and communication skills to support clients at different stages of changing their exercise behaviour. 8.10 Explain how wearable technology can be used to support safe and effective gym-based exercise.
9. Be able to create a motivational environment	9.1 Create a positive, motivating, and empowering environment that supports clients to participate in and adhere to exercise. 9.2 Support the client to recognise and develop their intrinsic and extrinsic motivation to exercise.
10. Be able to be a health promotion ambassador	10.1 Offer credible advice and guidance appropriate to your own level of expertise to promote positive healthy lifestyle choices. 10.2 Be an ambassador for the sector, leading by example and displaying positive health behaviours.
Assessment method	Portfolio of evidence Practical observation



Unit 4 - Developing and delivering gym-based exercise programmes

1. Understand the components of fitness and the effects of exercise	1.1 Describe the components of fitness, both health-related and skill-related. 1.2 Explain the importance of evidence-based practice in the field of fitness and exercise. 1.3 Outline the key steps involved in conducting a comprehensive fitness assessment for a new client. 1.4 List different research methods used to investigate physical activity and health. 1.5 Explain the FITT principles of fitness and training, including how they relate to exercise prescription. 1.6 List adaptations, modifications, and progressions that can be made for each component of the FITT principles (frequency, intensity, time, and type). 1.7 Describe the implications of the principles of fitness in programme design. a. specificity b. progressive overload c. reversibility d. adaptability e. individuality f. recovery time 1.8 Describe the differences between programming exercise for physical fitness and for health benefits.
2. Understand how to monitor and review gym-based exercise programmes	2.1 Explain the reasons for temporary deferral of exercise and identify situations where a client should be advised to temporarily avoid exercise. 2.2 Describe the importance of verbal screening when conducting fitness assessments and outline the key elements that should be included in a verbal screening questionnaire. 2.3 Compare the benefits and limitations of different methods of monitoring exercise intensity, including the talk test, rate of perceived exertion (RPE), heart rate monitoring, and the use of different heart rate zones. 2.4 Evaluate different methods of evaluating how well gym-based exercise programmes are meeting client needs, and recommend an appropriate method for a given client. 2.5 Recognise when to proactively engage with clients and when not to, and suggest appropriate timing and communication strategies to avoid disrupting training and focus.



3. Be able to plan a safe and effective gym-based exercise session	3.1 Outline the key elements of a safe and effective warm-up and cool-down routine. 3.2 Explain the effects of the speed of movement on posture, alignment, and intensity during exercise. 3.3 Implement the applicable recognised national and international guidelines for developing the different components of fitness to include cardiovascular fitness, muscular strength and endurance, and flexibility. 3.4 Recognise how different learning styles, goals, needs, likes/dislikes, should be reflected in the planning of an exercise programme for a client. 3.5 Recognise the full range of available equipment and explain how to select the most appropriate exercises to meet the needs and goals of the client. 3.6 List alternative activities or exercises that could be included in a fitness programme to accommodate clients with injuries, disabilities, or other limitations. 3.7 Explain the difference between adaptations, progressions, and regressions for exercises, and describe how each can be used to modify a fitness programme to suit client needs and abilities. 3.8 Plan a gym-based exercise programme for a given client, outlining specific exercises and sets/reps, and ensuring that all components of fitness are covered to meet their stated physiological goals. 3.9 Recognise fixed weight, free weight, and body weight resistance exercises that target the major muscles/muscle groups. 3.10 Explain the importance of muscle balance when planning exercise programmes and describe how to ensure that all muscle groups are adequately targeted and balanced. 3.11 Outline the key considerations when programming exercises to develop cardiovascular fitness, muscular fitness, flexibility, and functional skills/abilities. 3.12 Describe how to minimise any risks relevant to a given exercise programme and identify potential hazards or concerns. 3.13 Suggest realistic timings and sequences for sessions to maximise effectiveness and minimise fatigue or injury.
4. Be able to plan gym-based exercise programmes	4.1 Apply knowledge to the planning of safe and effective gym-based exercise programmes for a range of exercises within the scope of practice, using appropriate equipment and methods.
5. Be able to deliver a safe and effective	5.1 Apply appropriate instructional methods, techniques, and communication skills to support a client at various stages of



gym-based exercise programme	changing exercise. 5.2 Provide support and motivation to a client, helping achieve goals through effective guidance. 5.3 Conduct verbal screening on the client to determine readiness to participate in an exercise programme. 5.4 Instruct a safe and effective warm-up. 5.5 Explain how to safely perform the cardiovascular component of an exercise programme, taking into account individual client needs and abilities. 5.6 Instruct the muscular fitness/resistance training component of an exercise programme safely and effectively, providing adaptations and modifications as necessary. 5.7 Instruct safe and effective functional training exercises, ensuring that the client uses the correct technique and form. 5.8 Demonstrate how to provide clear and concise instructions for using equipment in a way that is both safe and effective, while also taking into account the different learning styles of the individual client 5.9 Instruct the client through a cool-down and flexibility component of an exercise programme in a way that is both safe and effective. 5.10 Describe the appropriate health and safety considerations to the client, ensuring they understand how to exercise safely and prevent injuries. 5.11 Monitor exercise intensity to ensure it is appropriate for fitness level and goals 5.12 Adopt appropriate positions to observe the client, and respond to their needs. 5.13 Analyse exercise technique and provide constructive feedback on ways to improve performance of the client. 5.14 Modify exercises to accommodate the unique needs of the client, while ensuring that they remain safe and effective. 5.15 Respond accurately and promptly to client questions and concerns, providing helpful feedback and guidance as needed.
6. Be able to reflect on providing gym-based exercise	6.1 Review the outcomes of working with clients and client feedback 6.2 Identify: a. What do you like about your session? b. What would you change about your session? c. What did you learn from this part of your session? 6.3 Identify how to improve personal practice 6.4 Outline areas of the session that could be changed based on the performance of the client. 6.5 Explain the value of reflective practice.



Assessment method	Portfolio of evidence Practical observation
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