

SETTING THE STANDARDS

FOR THE EUROPEAN

HEALTH AND FITNESS SECTOR

EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor



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**EHFA – The European Health & Fitness Association**

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**Executive Summary**

This document supports the update of the original EHFA Standards that were completed in 2005. The original B1 Competence Framework and the essential Skills and Knowledge have been updated as Learning Outcomes, based on job purposes, for exercise professionals working as Fitness and Group Fitness Instructors in the European health and fitness industry. These are based on the European Qualification Framework (EQF) level 3.

These updated Standards and the Education associated are purpose and outcome driven, and are aligned with the industry main goal to get: **‘More People, More**

**Active, More Often’.**

The booklet containing the new EHFA Standards is organized in the following three different chapters, trying to offer to the reader a comprehensive approach to the requested knowledge, skills and competences for the health & fitness industry:

* Chapter 1: An introductory statement about the update of the EHFA Standards from 2005.
* Chapter 2: The essential Skills and Knowledge written as Learning Outcomes, based on job purposes, required to work as a Fitness or Group Fitness Instructor in the European Health and Fitness Industry at the EQF-Fitness Level 3, where EQF 2 Assistant knowledge is a prerequisite.
* Chapter 3: The EHFA Competence Framework and the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as a Fitness or Group Fitness Instructor in the European Health and Fitness Industry at the EQF-Fitness Level 3.

And finally, it is to be noted that more than thirty technical experts across Europe representing the different stakeholders of our sector volunteered to assist with the review and expansion of the EHFA Standards.

Alfonso Jimenez, PhD.

Chairman

EHFA Standards Council

|  |  |
| --- | --- |
| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 2 |

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|  |  |
| --- | --- |
| **Contents:** |  |
| **Introductory Statement about the Update and Evolution of the EHFA EQF** |  |
| **Level 3 Standards .........................................................................................** | **4**! |

**EHFA EQF Level 3 Skills and Underpinning Knowledge for Fitness and Group**

|  |  |
| --- | --- |
| **Fitness Instructors as part of the EHFA Learning Outcomes Framework .....** | **10**! |
| **EHFA L3 STANDARDS & COMPETENCIES FRAMEWORK ................................** | **32**! |

|  |  |
| --- | --- |
| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 3 |

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SETTING THE STANDARDS

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Introductory Statement about the Update and Evolution of the EHFA EQF Level 3 Standards



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|  |  |
| --- | --- |
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**What is the EQF and what are its benefits?**

The Standards that are agreed by EHFA are based upon the European Qualification Framework (EQF) which is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable.

This will help learners and workers wishing to move between countries, or to change jobs, or to move between educational institutions at home.

**Why does the EQF use learning outcomes?**

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. By shifting the focus to learning outcomes it helps to:

* Support a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision.
* Facilitate the validation of non-formal and informal learning.
* Facilitate the transfer and use of qualifications across different countries and education and training systems.
* Transfer units of learning outcome, based on a credit system (ECVET).

It also recognizes that Europe’s Education systems are so diverse that comparisons based on inputs, such as a length of study, are impracticable.

**Why an update in 2005 EHFA Standards?**

The 2004-2005 EHFA Standards Project was the first of its kind for the European Fitness Industry, but now with its much expanded position and broader base of stakeholders (which includes 16 national associations, 70 separate members and represents over 9000 fitness facilities), EHFA has a central role and mandate to ensure that standards are current, forward looking, and carry the consensus of the industry.

The original work pre -dated the completion of the EQF, and when the level descriptors are applied to the original work, some re-alignment is to be expected. The emphasis from the EU is now about learning outcomes for all training programmes, rather than the more tradition input-driven approach. This means that the 2005 Standards need to be more concisely drafted, and will also allow the opportunity to remove a considerable amount of repetition in the earlier work.

More than 30 technical experts across Europe volunteered to assist with the review and expansion of EHFA Standards, and this considerable resource needs to be focused on priorities of updating following the launch of EREPS in 2008.

The wider international position provides other referencing points that should be taken into consideration when the true question of mobility for workers and learners is taken into account. National positions are established in Australia and New Zealand and in the USA there are four VET providers who, being evidence-based, also provide good benchmarking and referencing for the European position. Many EU countries are now developing their own national standards and qualification

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frameworks which place a requirement on EHFA to keep the pan-European standards complete and up to date.

Some criticism has been levelled at the 2005 Standards for being too lengthy, meaning that they are costly in translation, and also that they are too proscriptive in their present way of application.

**What does the EQF mean for the Fitness Industry?**

Raising and developing skills for exercise professionals is more important than ever with new opportunities and responsibilities for the fitness industry to play its part in getting **more people, more active, more often**. Training organisations must adapt and develop to deliver the skills that the industry and employers want and expect. Importantly, individual exercise professionals want their achievements recognised through an independent process based on accepted European standards. If there are common standards and processes then the outcomes can be the same and transferable. As a European solution, the EQF is the backbone of this process.

The diverse start point for VET across Europe requires a central referencing point and the EQF with fully referenced EHFA standards provides the answer. All EU member states are adopting the EQF with their implementation in 2010-2011. This will bring about the end of input driven training and learning, and now EHFA needs to take the lead for the fitness industry.

As part of the review and expansion of its standards EHFA is developing its own 8-level sector framework which will be referenced to the EQF. This will make national referencing easier for VET and higher education providers, and better for national government understanding.

The fitness industry needs more openness and transparency in the content and processes used for training its workforce. At present there are wide variations so better consistency is required. With a complete sector framework it will be more transparent for the awarding of national recognition of qualifications that are in compliance with pan-European standards.

The reality is already upon us as some member states have already referenced their national frameworks against the EQF. DG EAC (European Commission) sees this as an important principle to help improve the mobility of workers. The fitness industry is already effectively borderless. For workers and learners to move between different countries we need to understand different qualification systems – and the EQF acts as the central “leveller”. The lead in standards development being taken by EHFA opens the prospect of the fitness industry determining its own framework. This will help everyone to better understand the actual occupations in the industry and therefore the training requirements to support these roles.

The challenge for EHFA and the industry is to identify and collectively agree on what are the jobs and skills required for today and then to look into the future.

**What should be the positive impact of the new Standards and the application of the EQF for our Industry in the next future?**

With the ratification of the **Lisbon Treaty** comes the prospect of the European Commission agreeing to the competencies for workers in sport, and this includes the fitness industry. If we are organized as an industry in our approach and can

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determine our own competencies for workers we will effectively be able to self-regulate. Creating competency standards based on the structure of the EQF across all 8 levels will demonstrate to other occupations and professions that not only is the fitness industry well-regulated, but we will have used the same meta-framework of the EQF that they do for comparative levels of qualifications. This should help other occupations and professions – and consumers - to better understand the relationship of job roles and purposes.

The new standards and sector framework will help to raise the credibility and accountability of the industry. Every training provider certificate and EREPS registration information will contain the relevant EQF level making qualifications and achievement against the EHFA standards much more understandable and transferrable.

With better understanding it will possible to provide detailed labour market intelligence, giving evidence on skills gaps and shortages, and helping to direct the industry towards trends so that the skills of the workforce can match expectations and demands. Training providers – in both VET and in HE – will better placed to understand the needs of the industry.

*More information about EU-EQF is available at: www.ec.europa.eu/eqf* **Job Purpose as the Foundation for Fitness Qualifications**

In the current fitness industry, some occupational qualifications are not aligned with the industry purpose of ‘more people, more active, more often’. This has happened predominantly as the result of a focus on input (amount of learning, product oriented learning) instead of output (work outcomes, customer oriented) learning.

To achieve its purpose the industry needs to become more market oriented, which means that it should listen to its users and to deliver according to their needs. It should therefore shift from an inward, product focus, to an outward, customer focus. For fitness occupations this means they should aim at delivering the experiences and results that people need, giving these jobs a real purpose. Job qualifications – that is the knowledge, skills and competencies - should enable the achievement of these job purposes.

The focus for the future should not be on qualifications, but on the outcomes of the work. Education should become more purpose or output driven instead of qualification or input driven. The learner should be central to the process.

What a person should know and be able to do in a certain fitness occupation depends on an understanding of the purpose of that role. This can only be achieved through delivering certain work outcomes and in meeting expectations of performance. In other words, learning outcomes should be determined by desired work and customer requirements delivered in a quality controlled way. A job is only performed well if it achieves what it’s supposed to achieve.

Therefore, the correct way to determine the content of specific job qualification is:

1. To define the purpose of the occupation.
2. To determine which work outcomes (output) lead to achieving that purpose.
3. To determine which qualifications (knowledge, skills, competencies, range of application) are necessary to be able to deliver those outcomes.

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Any definition of occupational purpose should include the interests of the major stakeholders, which in case of the Fitness Industry are:

* For the participant: fitness results from safe, effective exercise.
* For the professional: meaningful work, and recognition of achievement.
* For the business/facility: more participation/members/profit.
* For the Industry: ‘more people, more active, more often’.

These together form the desired work outcomes of an occupation. Qualifications for fitness occupations should be solely based on the achievement of their purpose. This also applies to all other occupational content (roles, tasks, etc.).

**Consequences for Standards Development**

What are the consequences of using the customer oriented job purpose as the foundation for determining the necessary qualifications and developing standards for these qualifications?

First of all, fitness occupations should be categorised based on their purpose or what they are trying to achieve for their customers. The current practice is to categorise occupations in a product oriented way, which means that more and more ‘professions’ are being added as they deal with new exercise options or even equipment. From a consumer’s perspective however, it’s the fulfilment of their need that counts, not the chosen exercise option. Therefore in the new thinking the purpose of a fitness instructor is *To build fitness participation of new and existing* *members through fitness experiences that meet the participants’ needs.* Note thatthis purpose contains the interests of all industry stakeholders involved. To achieve this purpose a fitness instructor needs to deliver certain outcomes, and these are independent of the chosen exercise type.

However, depending on the occupation the professional still needs to meet the qualifications for that occupation. But, these qualifications are determined by the **occupational purpose**, and not by the chosen exercise modus.

In purpose-oriented thinking however, these are not substantial enough to require a separate occupation, qualifications or qualification level. It is also important to note that qualifications should be about the minimum that professionals need to master, not the maximum.

Following the same logic, music is not necessarily a component of group exercise and so “Group Exercise to Music” should be a subcategory of Group Fitness Instruction. Teaching to music does require specific skills as does teaching to a group, but as these skills do not influence the purpose of the occupation there is no need for a separate occupation.

As another example, Aqua Fitness Instruction refers to an exercise *modus* and should therefore not be considered as a separate fitness occupation. Although some specific knowledge or skills may be required, again these skills do not determine the occupational purpose. As it’s an exercise modus, Aqua Fitness can be also be offered through a PT session, in which case the professional should meet the qualifications of being a PT, plus the specific knowledge and skills required.

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**More Job Purpose Thinking**

The quality of a professional’s work is determined by its outcomes, not by whether they meet the qualifications. So when we say someone is “good at their job”, we should not mean they meet all the qualifications for the job, but that they deliver the desired outcomes. Certificates and diplomas are not a measure of quality but of a standard for the *minimum* quality required. It is just like having a driver license. By itself it doesn’t make you a good driver, it merely allows you to drive and to possibly develop and practice to become one. So, for example, delivering safe and effective exercise is not only about a qualification that needs to be met, but are the purpose of the fitness job.

Occupational purpose can strongly impact the growth of businesses and the industry by providing a new context and impetus to fitness professionals and to help them achieve the desired outcomes of their work. These purpose-driven professionals in turn will better lead customers to achieve the desired experiences and results that they seek. Occupational purpose should drive occupational standards and help recruit people with the right motivation and skills, who can help us to create value and acquire and retain more members or customers.

Qualifications should be based on the everyday practice in which people visit fitness centres and want to participate in activities to achieve their desired fitness results. We need people that love their work if we want to attract and retain members.

For any facility or club the number one purpose of a fitness occupation should be in contributing to the success and profitability of the business. This applies to commercial as well as not-for-profit facilities and operations.

Based on this new thinking and with agreement from the technical experts contributing to the review of the original 2005t EHFA Standards an “evolution” has begun. The original Standards have not been raised further in content areas (that were possibly overrated in some technical areas), but will have been referenced in a detailed way to the EQF level descriptors. The focus for the future of the Industry should not be on qualifications, but on the outcomes or results of work.

Wherever new people are recruited into the Industry, this should be based on their motivation and people skills instead of only on their technical qualifications and exercise related knowledge. The change is that education and the new Standards should be purpose and outcome driven, and not qualification or input driven.

Brussels, March 2010

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|  |  |
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EHFA EQF Level 3 Skills and

Underpinning Knowledge for Fitness and Group Fitness Instructors as part of the EHFA Learning Outcomes Framework



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|  |  |
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**EHFA Instructor**

This chapter supports the EHFA B1 Competence Framework and contains the essential Skills and Knowledge written as Learning Outcomes, based on job purposes, required to work as a Fitness or Group Fitness Instructor in the European Health and Fitness Industry at the EQF-Fitness Level 3, where EQF 2 Assistant knowledge is a prerequisite.

These Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get ‘more people, more active, more often’.

|  |  |
| --- | --- |
| **Contents:** |  |
| Introductory information ................................................................................ | 12! |
| Section 1: Core Fitness Knowledge .................................................................. | 14! |
| Section 2: Fitness Instructor ........................................................................... | 24! |
| Section 3: Group Fitness Instructor ................................................................. | 28! |

Notes:

* Health and safety issues are integrated in other units.
* It is assumed that the Instructor (Level 3 EQF) will have acquired all knowledge required to work as a Fitness Assistant as identified in the EHFA Fitness Assistant Guide (Level 2 EQF, Fitness Assistant).

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**Introductory information**

**What does level 3 means at EQF?**



|  |  |  |  |
| --- | --- | --- | --- |
| **Level of the EQF** | **Knowledge** is | **Skills** are described as cognitive | **Competences** are |
|  | described as | (involving the use of logical, | described in terms of |
|  | theoretical and/or | intuitive and creative thinking) | responsibility and |
|  | factual. | and practical (involving manual | autonomy. |
|  |  | dexterity and the use of |  |
|  |  | methods, materials, tools and |  |
|  |  | instruments). |  |
|  |  |  |  |
| The learning | knowledge of facts, | a range of cognitive and practical | take responsibility for |
| outcomes relevant | principles, processes | skills required to accomplish | completion of tasks in |
| to **Level 3** are | and general concepts, | tasks and solve problems by | work or study |
|  | in a field of work or | selecting and applying basic |  |
|  | study | methods, tools, materials and | adapt own behavior to |
|  |  | information | circumstances in solving |
|  |  |  | problems |
|  |  |  |  |



**What does level 3 mean at Fitness QF?**



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EQF Level** | **Occupation** | | **EHFA Standards** | | **Target** |  |
|  |  |  |  |  | **Audience** |  |
| **Level 3** | **Instructor** | | **EHFA Level 3** | | General |  |
|  |  |  |  | Core Fitness | Population |  |
|  |  |  |  | Knowledge |  |  |
|  | **Fitness Instructor** | | **EHFA Level 3 Fitness** | |  |  |
|  |  | Individual instructing | **Instructor:** | |  |  |
|  |  |  |  | Individual fitness |  |  |
|  | **Group Fitness Instructor** | |  | additional |  |  |
|  |  | requirements |  |  |
|  |  | Group Instructing: | **EHFA Level 3 Group** | |  |  |
|  |  | - Exercise to Music | **Fitness Instructor:** | |  |  |
|  |  | - Aquatic Exercise |  | Music additional |  |  |
|  |  |  | requirements |  |  |
|  |  | - Pre-Designed programs |  | Aquatic additional |  |  |
|  |  | - Other modes of exercise |  | requirements |  |  |
|  |  |  | Pre-designed |  |  |
|  |  |  |  | additional |  |  |
|  |  |  |  | requirements |  |  |
|  |  |  |  | Other modes of |  |  |
|  |  |  |  | exercise |  |  |
|  |  |  |  |  |  |  |



**EQF Level 3**

**Skills and Underpinning Knowledge for Fitness and Group Fitness Instructors, part of the EHFA Learning Outcomes Framework**

**Occupational Title**

* Fitness Instructor
* Group Fitness Instructor

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| --- | --- |
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**Job purpose**

The purpose of a fitness or group fitness instructor is to build fitness participation of new and existing members through fitness experiences that meet their needs.

**Occupational Description**

An Instructor delivers fitness instruction to individuals with the use of equipment (Fitness Instructor) or to a group through fitness classes (Group Fitness Instructor). Both types of the occupation have the same purpose and require the same level of knowledge, skills and competences. Therefore most of the requirements are the same for both occupation types. However, to be able to fulfill this purpose, each of the occupation types may require additional knowledge, skills and competences specific for that type.

**Occupational Roles**

The fitness or group fitness instructor should be able to:

1. Provide effective and safe fitness instruction
2. Promote healthy lifestyle management
3. Identify individual motives and resulting short, medium and long term fitness goals
4. Suggest relevant exercise adaptations or options to allow for individual client differences or needs
5. Provide participants with advice on intensity and how to progress their individual performance and results
6. Observe clients/members at all times and correct unsafe technique
7. Display perfect technique at all times (posture, range of motion, control, timing and form)
8. Positively interact and motivate clients/members using appropriate strategies in order to promote adherence to exercise.
9. Deliver good customer service and be a positive role model at all times
10. Promote healthy activities and related strategies for daily living to clients/members (lifestyle management)
11. Promote customer referral: invite customers to bring friend and family along and promote their fitness activities in their social environment
12. Promote a healthy and clean environment
13. Work within the parameters given at Level 3, recognizing the standards and professional limitations that this provides, referring to appropriate members of staff for guidance and support.

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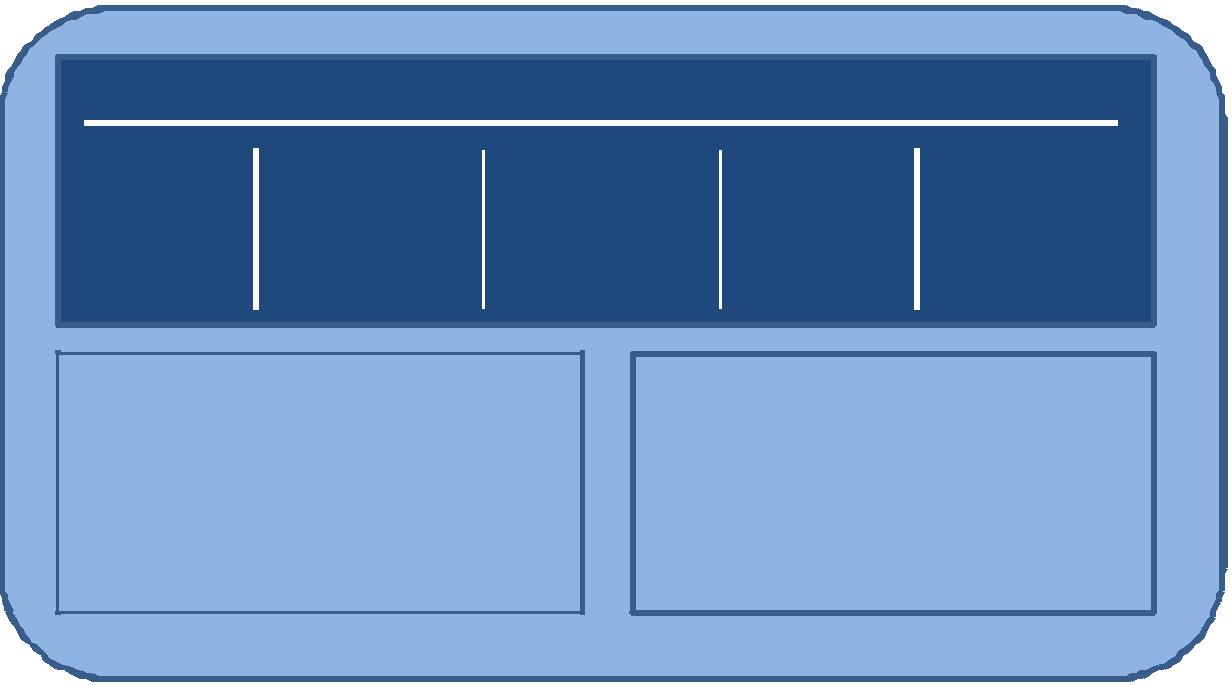
**EHFA Level 3 Instructor**



**Knowledge Areas**



**EHFA%INSTRUCTOR**



**LEVEL%3%CORE%KNOWLEDGE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Human& | Exercise& |  | Lifestyle& | | | | | Health&and& | Communication | |  |
| Movement | | Physiology | Management | | | | | | Safety |  |
|  |  |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |
|  |  | **Fitness** |  |  |  |  |  |  | **Group%Fitness** | | |  |
|  |  | **Instructor** |  |  |  |  |  |  | **Instructor** | | |  |
|  | Individual&Instruction | |  |  |  |  |  |  | Group&Instruction | |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

**Section 1: Core Fitness Knowledge**

Section Overview

* Knowledge and understanding of the basic principles of human movement and exercise physiology and their application to the components of fitness.
* Knowledge of how to apply the principles of training to each health related component of fitness.

Section Headings

**1.1 Human Movement**

1.1.1 Bones and Joints

1.1.2 Muscles and Muscle Actions

1.1.3 Heart, Lungs and Circulation

1.1.4 Energy Systems

**1.2 Exercise Physiology**

1.2.1 Components of Fitness

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1.2.2 Principles of Training

1.2.3 Muscular Strength and Endurance

1.2.4 Aerobic Theory

1.2.5 Stretch Theory

1.2.6 Body composition

1.2.7 Monitoring Exercise Intensity

1.2.8 Warm Up

1.2.9 Cool Down

1.2.10 Progression

**1.3 Lifestyle Management & Modifications**

1.3.1 Promoting Physical Activity for Health

1.3.2 Basic Nutrition & Hydration Guidelines

1.3.3 Basic Stress management Techniques

1.3.4 Introduction to Adaptations and Progressions

**1.4** **Health & Safety**

1.4.1 Safe and Effective Exercise

1.4.2 Modifications to Exercise – Alternatives/Adjustments

1.4.3 Body Awareness and Exercise Technique

1.4.4 Health and Safety, Dealing with Accidents and Emergencies

1.4.5 Legal Requirements & Emergency procedures

1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines

**1.5 Communication**

1.5.1 Building rapport

1.5.2 Motivational Strategies

1.5.3 Customer Service

**Content Summary and Learning Outcomes:**

**1.1 Human movement**

**1.1.1 Bones and Joints**

Learners should demonstrate knowledge and understanding of:

* The major bones and joints and the types of bones and joints
* The structure & function of the skeleton
* The structure & function of the spine & identify normal movement possible at the three main curves.

**1.1.2 Muscles and Muscle Actions**

Learners should demonstrate knowledge and understanding of:

* The major muscle groups of the body
* The joints crossed by muscle groups
* The principles of paired muscle actions
* The voluntary, involuntary and cardiac muscle

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* The basic structure of muscles including: Muscle fibres, Actin & Myosin, their role in muscle contraction, Connective tissue
* The muscle fibre types (red, white, slow, fast, intermediate, fast, oxidative, glycolitic) and their functions
* The recruitment of fibers in muscle contraction (all or none theory).
* The principles of muscle contraction, for example: Muscles cross joints, Muscles only pull; Contraction along the line of fibres, Working in pairs
* The basic muscle contraction (e.g. Concentric/Eccentric/Isometric (Static), Prime mover, Antagonist and Fixators) and the joint actions brought about by specific muscle group contractions.

**1.1.3 Heart, Lungs and Circulation**

Learners should demonstrate knowledge and understanding of:

* The passage of Oxygen through nose, mouth, windpipe and air sacs
* How Oxygen & Carbon Dioxide change places & how oxygen travels to the muscles via the blood
* The action of the diaphragm and the basic mechanics of breathing
* The basic structure of the heart and how blood is pumped and collected
* The link between the heart, the lungs and the muscles
* The structure and function of Arteries, Veins, Capillaries and Mitochondria
* Blood pressure and the effects of exercise
* Short and long term effects of exercise on the heart, lungs and circulatory system.

**1.1.4 Energy Systems**

Learners should demonstrate knowledge and understanding of:

* The need for energy for muscular contraction
* Immediate energy- the ATP-CP system; short-term energy- the lactic acid system; long term energy- the aerobic system
* The role of Adenosine diphosphate, Adenosine Tri Phosphate (ATP) and creatine phosphate in energy production for muscular contraction
* The aerobic/anaerobic pathways to reform ATP (lactic acid and oxygen)
* The waste products of various forms of physical activity
* The operation of the energy systems in physical activity
* Oxygen debt, oxygen deficit, steady state, VO2 Max
* Food fuels used to provide different types of energy
* The role of intensity and time and individual fitness levels in determining which energy system is used predominantly during exercise
* The muscle fiber types used in relation to aerobic and anaerobic work.

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**1.2 Exercise Physiology**

**1.2.1 Components of Fitness**

Learners should demonstrate knowledge and understanding of:

* Components of physical fitness
* Components of health related fitness
* Factors that affect physical fitness
* The relationship between physical fitness, health related exercise, sports specific exercise and health.

**1.2.2 Principles of Training**

Learners should demonstrate knowledge and understanding of:

* The principles of training
* How the principles of training apply to each of the health related components of fitness.

**1.2.3 Muscular Strength & Endurance**

Learners should demonstrate knowledge and understanding of:

* The Muscular Strength and Endurance (MSE) continuum
* The benefits of MSE training in relation to health related fitness and factors affecting individuals ability to achieve MSE gains
* The physiological changes that occur as a result of MSE training
* The overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to muscular strength
* Application of other principles of training to muscular strength & muscular endurance
* The need for the whole body approach in health related fitness
* Other activities that will achieve MSE training effect.

**1.2.4 Aerobic Theory**

Learners should demonstrate knowledge and understanding of:

* The aerobic/anaerobic continuum
* The physiological and health related changes that occur as a result of aerobic training.
* The benefits of aerobic training
* The differences between and benefits from continuous and interval aerobic training
* Characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping.
* The Overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to aerobic training
* Application of all other principles of training to aerobic strength
* Different methods of intensity monitoring to include: *Heart Rate Monitoring,* *Rate of Perceived Exertion, Talk test*
* Factors affecting an individuals’ ability to achieve an aerobic training effect

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* Structure of the aerobic component within a health related exercise session to include: *Re-warm, Peak and Warm Down.*

**1.2.5 Stretch Theory**

Learners should demonstrate knowledge and understanding of:

* The range of movement continuum
* The physiological and health related changes that occur as a result of stretching
* The different types of stretching (dynamic and static)
* The different methods of stretching (active & passive)
* Stretch Reflex, Desensitization and Lengthening of muscle tissue (muscle creep)
* The overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) applied to stretching
* Application of all other principles of training to flexibility
* The need for a whole body approach
* Factors affecting an individual’s potential range of movement
* Activities that improve range of movement.

**1.2.6 Body Composition**

Learners should demonstrate knowledge and understanding of:

* Basic composition of the human body
* Factors affecting body composition
* The types of basic body composition measurement.

**1.2.7 Monitoring Exercise Intensity**

Learners should demonstrate knowledge and understanding of:

* Different ways of monitoring exercise intensity, to include:
* Taking own pulse, Rate of Perceived Exertion (RPE) (advantages & disadvantages of both).
* Personal maximum heart rate estimation and training zones
* The four Heart Rate Training Zones
* How the heart rate training zones relate to Rate of Perceived Exertion and Heart Rate monitoring.

**1.2.8 Warm Up**

Learners should demonstrate knowledge and understanding of:

* The reasons for warming up
* The physiological changes that happen in the body
* Activities that can be used in a warm up
* Possible structures of a warm up
* The importance of specific warm ups in relation to the chosen type of activity, to include: cardiovascular, MSE
* The progress of a warm up.

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**1.2.9 Cool Down**

Learners should demonstrate knowledge and understanding of:

* The reasons for cooling down
* Activities that achieve the above (Stretching, Relaxation and Wake up)
* Possible structures of a cool down
* The physiological changes that happen in the body
* Specific cool downs in relation to the chosen type of activity, to include: cardiovascular, MSE.

**1.2.10 Progression**

Learners should demonstrate knowledge and understanding of:

* The relevant physiological changes that occur in the body as a result of changes made to progress a programme over a period of time
* The progressive changes that can be made in terms of overload: *Frequency, Intensity, Time, Type, Adherence*

*Rate, Resistance, Repetitions, Rest, Range of movement.*

**1.3 Lifestyle Management & Modifications**

**1.3.1 Promoting Physical Activity for Health**

Learners should demonstrate knowledge and understanding of:

* The cardiorespiratory, muscular and flexibility related benefits of physical activity and their relation to reducing risk of disease.
* Appropriate exercise activity required for health benefits and fitness benefits (2008 EU Physical Activity Guidelines)

*e.g. health = 30mins per day (cumulative) 5 times per week, moderate intensity fitness = 20 mins per day (non stop) 3 times per week, vigorous intensity*

* The barriers and motivators to exercise participation
* The exercise prescription for health, wellbeing and physical fitness
* The agencies involved in promoting physical activity for health in their home country
* How to promote a healthy lifestyle

*nutrition, opportunities for physical activity in daily life, discourage smoking.*

**1.3.2 Basic Nutrition & Hydration Guidelines**

Learners should demonstrate knowledge and understanding of:

* Dietary sources of major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, dietary fibers).
* Knowledge of the role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism.
* The numbers of kilocalories in one gram of carbohydrate, fat, protein and alcohol.
* The principle of the balance of energy input (energy intake) and energy output (energy expenditure)

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* The definition of the following terms: obesity, overweight, percentage of body fat, lean body mass, body fat distribution.
* The health implications of variation in body fat distribution patterns and the significance of the waist to hip ratio, especially the waist perimeter.
* The relationship between body composition and health. The effects diet plus exercise diet alone and exercise alone as methods for modifying body composition.
* The importance of an adequate daily energy intake for healthy weight management.
* The myths and consequences associated with inappropriate weight loss methods (e.g. Sauna, sweat suits, quick fix diet, etc.)
* The importance of maintaining proper hydration before, during and after exercise
* The basics of the food pyramid according to the EU/national/local official information.

**1.3.4 Basic Stress Management Techniques**

Learners should demonstrate knowledge and understanding of:

* The definition of *eustress* and *distress*
* The implications of distress on health and wellbeing
* Possible relaxation techniques (sauna, massage, autogenic training (Shultz)), deep breathing, meditation, progressive muscle relaxation (Edmund, Jacobson), Yoga
* The symptoms of anxiety and depression that may necessitate referral to a medical or mental health professional.

**1.3.5 Introduction to Adaptations and Progressions** Learners should demonstrate knowledge and understanding of:

* The facilitator role of the professional regarding the adaptation process in each individual especially at the beginning of the training process.
* The importance of providing a proper dose/response relationship according to the level of the individual.
* The importance of a good communication strategy regarding the training adaptation process.

**1.4** **Health & Safety**

**1.4.1 Safe and Effective Exercise**

Learners should demonstrate knowledge and understanding of:

* The following and their relationship to safe exercise:

*Individual fitness levels, posture, range of motion, body type, movement control, intensity, temperature, form, timing, skeletal alignment, previous injury, exercise history*

* Movements for safety and effectiveness applying the above conditions
* Ways of reducing the risks associated with unsafe exercise.

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**1.4.2 Modifications to Exercise – Alternatives/Adjustments** Learners should demonstrate knowledge and understanding of:

* Individual or group performance needs and explore appropriate exercise options or alternatives *e.g. according to fitness level and health status.*

**1.4.3 Body Awareness and Exercise Technique**

Learners should demonstrate knowledge and understanding of:

* The importance of being a perfect role model in exercise performance an technique.
* How to correct posture and body alignment, range of motion, control, timing and form for all fitness exercises
* *The control of static and dynamic movement, spatial awareness.*

**1.4.4 Health and Safety, Dealing with Accidents and Emergencies** Learners should demonstrate knowledge and understanding of:

* The national legal responsibilities of the fitness or group fitness instructor
* National and local requirements and procedures in the working environment/Risk assessment/Identifying procedure.
* Ways and methods for dealing with emergencies accordingly to international recognize procedures (for example, AHA/ACSM Joint Statement: Recommendations for cardiovascular screening, staffing, and emergency policies at health/fitness facilities, from 1998).

**1.4.5 Legal Requirements & Emergency Procedures** Learners should demonstrate knowledge and understanding of:

* Their legal responsibilities and accountability when dealing with the public and awareness of the need for honesty and accuracy in substantiating their claims of authenticity when promoting their services in the public domain.
* A responsible attitude to the care and safety of client participants within the training environment and in planned activities ensuring that both are appropriate to the needs of the clients.
* That at all times there is adequate and appropriate liability and indemnity insurance in place to protect their clients and any legal liability arising.
* An absolute duty of care to be aware of their working environment and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and clients.

**1.4.6 Professionalism, Code of Practice, Ethics, National Standards and Guidelines**

Learners should demonstrate knowledge and understanding of:

* The EHFA and EREPS code ethical of practice included (see www.ereps.eu for more information) that could be summarized as follows:

|  |  |
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***‘Exercise professionals will be respectful of their customers and of their rights as individuals’***

Compliance with this principle requires exercise professionals to maintain a standard of professional conduct appropriate to their dealings with all client groups and to responsibly demonstrate:

1. Respect for individual difference and diversity
2. Good practice in challenging discrimination and unfairness
3. Discretion in dealing with confidential client disclosure.

***‘Exercise professionals will nurture healthy relationships with their customers and other health professionals'***

Compliance with this principle requires exercise professionals to develop and maintain a relationship with customers based on openness, honesty, mutual trust and respect and to responsibly demonstrate:

1. Awareness of the requirement to place the customer’s needs as a priority and promote their welfare and best interests first when planning an appropriate training programme.
2. Clarity in all forms of communication with customers, professional colleagues and medical practitioners, ensuring honesty, accuracy and cooperation when seeking agreements and avoiding misrepresentation or any conflict of interest arising between customers’ and own professional obligations.
3. Integrity as an exercise professional and recognition of the position of trust dictated by that role, ensuring avoidance of any inappropriate behaviour in all customer relationships.

***‘Exercise professionals will demonstrate and promote a clean and responsible lifestyle and conduct’***

Compliance with this principle requires exercise professionals to conduct proper personal behavior at all times and to responsibly demonstrate:

1. The high standards of professional conduct appropriate to their dealings with all their client groups and which reflect the particular image and expectations relevant to the role of the exercise professional working in the fitness industry, and not to smoke, drink alcohol or take recreational drugs before or whilst instructing.
2. That they never advocate or condone the use of prohibited drugs or other banned performance enhancing substances.
3. An understanding of their legal responsibilities and accountability when dealing with the public and awareness of the need for honesty and accuracy in substantiating their claims of authenticity when promoting their services in the public domain.
4. A responsible attitude to the care and safety of client participants within the training environment and in planned activities ensuring that both are appropriate to the needs of the clients.

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1. That at all times there is adequate and appropriate liability and indemnity insurance in place to protect their clients and any legal liability arising.
2. An absolute duty of care to be aware of their working environment and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and clients.

***‘Exercise professionals will seek to adopt the highest level of professional standards in their work and the development of their career’***

Compliance with this principle requires exercise professionals to commit to the attainment of appropriate qualifications and on-going training to responsibly demonstrate:

1. Engagement in actively seeking to update knowledge and improve their professional skills in order to maintain a quality standard of service, reflecting on their own practice, identifying development needs and undertaking relevant development activities.
2. Willingness to accept responsibility and be accountable for professional decisions or actions, welcome evaluation of their work and recognize the need when appropriate to refer to another professional specialist.
3. A personal responsibility to maintain their own effectiveness and confine themselves to practice those activities for which their training and competence is recognized by the Register.

**1.5 Communication**

**1.5.1 Building Rapport**

Learners should demonstrate knowledge and understanding of:

* How to connect with people How to learn and remember people’s names
* The effective use of voice and body language
* Empathetic listening (listening to understand instead of listening to reply)
* How to praise and encourage positive behavior
* How to show genuine interest in the individual
* The use of open-ended question, reflecting answering.

**1.5.2 Motivational Strategies**

Learners should demonstrate knowledge and understanding of:

* How to learn the individual reasons or motives behind people’s exercise goals
* The most important and effective behavioral strategies to enhance exercise and health behavior change (e.g. reinforcement, goal setting, social support, problem solving, reinforcement strategies, self-monitoring, etc.)
* Knowing about the different stages of change of the trans-theoretical model Prochaska and Di Clemente, being able to use basic strategies for different stages
* Definition and practical examples of extrinsic and intrinsic reinforcement.

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**1.5.3 Customer Service**

Learners should demonstrate knowledge and understanding of:

* The definition of the exercise customer
* How to welcome and receive the customer
* The need and how to be service oriented
* How to approach and respond to customers in a positive way
* The basic principles of customer service
* How to avoid and deal with conflict
* How to be open and friendly all the time
* The methods and practices, which contribute to effective customer care
* The skills of effective customer care: *Communication, Body language,* *Negotiation*

**Section 2: Fitness Instructor**

**Occupation Description**

A fitness instructor welcomes, introduces and adheres members to fitness by providing inductions to new members and on-going programmes to existing members. These inductions and following programmes need to be planned, instructed and evaluated. A fitness instructor coaches members through these programmes and is responsible for the resulting member fitness experience, which should be positive and meet the member’s wants and needs. The role also includes actively promoting and encouraging to join and adhere to regular exercise.

**Additional Specific Roles**

* To collect and check information relating to individual clients
* To analyze information relating to individual clients
* To plan, instruct and evaluate safe and appropriate gym based exercise sessions
* To provide one-to-one or group inductions and general exercise programmes, including the introduction to new equipment where appropriate
* To select relevant exercises and designing appropriate programmes which address safety at all times
* To use logical and progressive teaching methodologies to introduce a range of exercises in relation to clients goals
* To select and/or correctly demonstrate a variety of cardiovascular and resistance training methods that can be used by clients/members
* To provide clients/members with general advice on how to progress their individual programmes

**Additional Specific Requirements**

In addition to the Core Fitness Knowledge a Fitness Instructor must master the following additional knowledge, skills and competences.

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Section Overview

* Knowledge and understanding to be able to design, instruct and evaluate individual based fitness programs and sessions.
* Basic understanding of Health and Safety issues, including responding to emergencies.
* Basic understanding of the skills involved in the supporting of participants in developing and maintaining fitness.

**Section Headings**

**2.1 Individual Instruction**

CORE KNOWLEDGE

2.1.1 Designing an Individual Fitness Programme

2.1.2 Delivering a Fitness Session

2.1.3 Information Gathering, Screening and Informed Consent

2.1.4 Ending a Session, Evaluation, Giving/ Gaining Feedback

2.1.5 Safe Progressive Exercise Planning

2.1.6 Body Awareness and Exercise Technique

RESISTANCE EXERCISE

2.1.7 Resistance Machine Lifts (Including Warm Up)

2.1.8 Free Weights (Standing)

2.1.9 Free Weights (Seated), Including Spotting

2.1.10 Practical Guidelines for Teaching Resistance Training

2.1.11 Methods of Resistance Training

CARDIOVASCULAR EXERCISE

2.1.12 Cardiovascular Machines

2.1.13 Methods of Cardiovascular Training

**Content Summary and Learning Outcomes**

**2.1 Individual Instruction**

CORE KNOWLEDGE

**2.1.1 Designing an Individual Fitness Programme**

Learners should demonstrate knowledge and understanding of:

* The structure of a individual fitness programme, to include: Warm up, Main activity, Cool down
* Designing an individual fitness programme
* The necessary skills of an effective and qualified fitness instructor.

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**2.1.2 Delivering a Fitness Session**

Learners should demonstrate knowledge and understanding of:

* The national legal responsibilities of the fitness instructor
* How to identify status of participants relative to screening information
* How to identify any changes required (alternatives/adaptations), to planned activities
* Health & Safety checks to be made, relevant to the exercise environment
* The information needed to respond appropriately to a medical emergency
* How to provide an appropriate plan for the sessions.

**2.1.3 Information Gathering, Screening and Informed Consent** Learners should demonstrate knowledge and understanding of:

* The importance of gathering information prior to the start of the session in relation to the participants and their needs. To include:

*Reasons for screening, The advantages and disadvantages of verbal and written screening, Purpose of the PAR Q and Informed Consent as a Health and Safety requirement, Participant expectations and motivation, Level of previous exercise participation and current level of ability.*

* The “EHFA Health Fitness Code of Ethics” or national standards and guidelines with reference to: *Competence, Confidentiality, Safety – this is specific to* *each country or adopt EHFA code of ethics*.

**2.1.4 Ending a Session, Evaluation, Giving/Gaining Feedback** Learners should demonstrate knowledge and understanding of:

* Giving feedback to participants regarding their performance
* Gathering information from participants to improve personal performance
* Identifying other sources of feedback to include: *managers, coordinators,* *colleagues*
* Using appropriate questions to gain relevant information
* Evaluating own performance against observation checklist criteria
* Ensuring participants leave the fitness environment safely
* Putting equipment away and assess for future use
* Leaving environment in safe condition for future use
* Informing or agreeing with participants on time, location and content of further sessions.

**2.1.5 Safe Progressive Exercise Planning**

Learners should demonstrate knowledge and understanding of:

* The relevance of physiological changes occurring in the body and how to progress exercises over a period of time.
* The progressive changes that can be made in terms of overload to include: *Frequency, Intensity, Time, Type, Adherence*

*Principles of training such as specificity, progressive overload, reversibility etc.*

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RESISTANCE EXERCISE

**2.1.6 Resistance Machine Lifts (Including warm up)**

Learners should demonstrate knowledge and understanding of:

* Resistance Training terms and definitions
* Correct lifting technique for all exercises on resistance machines to include: *Leg Press, Leg Extension, Leg Curl, Seated and Standing Calf Raise, Bench Press, Pec Dec, Pullover, Shoulder Press, Lateral Raise, Upright Row, Seated Row, Lat Pully, Biceps Curl, Triceps Pushdown, Hip Extension, Seated Abduction, Seated Adduction.*
* Correct machine setup and adjustment and variables appropriate to each machine [e.g. seat height, point of pivot, lever length, etc.].
* The primary and secondary (where relevant) muscle groups involved in each exercise.
* Which exercises are multiple and which single joint exercises and their suitability beginners
* How to warm up specifically for resistance training
* The pros and cons of the use of CV machines or body weight to effectively warm up.

**2.1.7 Free Weights (Standing)**

Learners should demonstrate knowledge and understanding of:

* Correct lifting technique for standing free weight (barbells or dumbbells) lifts, to include:

*Dead Lift, Upright Row, Front Raise, Bicep Curl, Lateral Raise, Squat, Lunge, Shoulder Press, Triceps Extension.*

* Correct body alignment and weight distribution through every phase of each exercise*.*
* The primary and secondary (where relevant) muscle groups involved in each exercise.
* Which exercises are multiple and which single joint exercises and their suitability for beginners.
* The various adaptations that may be required to allow for individual differences.

**2.1.8 Free Weights (Bench) Including Spotting**

Learners should demonstrate knowledge and understanding of:

* Correct lifting technique for free weight lifts using a bench, to include:

*Bench Press (Flat/Incline), Lying Triceps Extension, Single Arm Row, Bent Arm Pullover, Supine Dumbbell Flies (Flat/Incline), Dumbbell Chest Press: Dumbbell Prone Flies or Prone Row*

* Safe and effective spotting techniques.
* The various adaptations that may be required to allow for individual differences.

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**2.1.9 Practical Guidelines for Instructing Resistance Training** Learners should demonstrate knowledge and understanding of:

* How to demonstrate and practice resistance exercises by: *Naming the* *exercise, Naming the general area of the body, Naming the target muscle (primary mover), Performing a silent demonstration of the exercise, Explaining the demonstration, Instructing customer into the correct position giving the key points, which should include individual questioning/feedback, and individual correction/adjustment.*

**2.1.10 Methods of Resistance Training**

Learners should demonstrate knowledge and understanding of:

* A variety of resistance training methods/systems, e.g. pyramid, circuit, super setting, etc.
* The value of using these according in relation to the individual’s goals.
* The dose/response relationship of these methods based on actual evidence.

CARDIOVASCULAR EXERCISE

**2.1.11 Cardiovascular (CV) Machines**

Learners should demonstrate knowledge and understanding of:

* Correct technique for using CV machines, to include amongst others: *Treadmill, Rower, Stepper, Upright Bike, Recumbent Bike, Elliptic Trainer, Cross Trainer.*
* Correct machine setup, variables appropriate to each machine and individual adjustment (e.g. seat height, duration, speed, etc.).

**2.1.12 Methods of Cardiovascular Training**

Learners should demonstrate knowledge and understanding of:

* A variety of cardio respiratory training methods and discuss their value according to participant needs. e.g. continuous, interval, etc.
* The dose/response relationship based on actual evidence.

**Section 3: Group Fitness Instructor**

**Occupation Description**

A group fitness instructor welcomes, introduces and adheres members to fitness by providing group classes to new customers and existing customers. These classes need to be delivered effectively and safely. A group fitness instructor coaches customers through these classes and is responsible for the resulting customer fitness experience, which should be positive and meet the customers’ wants and needs. The role also includes actively promoting and encouraging to join and adhere to regular exercise.

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**Additional Specific Roles**

* To explain the benefits of the particular group fitness programme
* To demonstrate and explain exercises to a group and correct incorrect technique of individual participants
* To Create a positive, encouraging social atmosphere and group interaction
* Pre- and post-class interaction with participants

**Additional Specific Requirements**

In addition to the Core Fitness Knowledge a Group Fitness Instructor must master the following additional knowledge, skills and competences.

Section Overview:

* Knowledge and understanding to be able to plan, teach and evaluate group fitness classes.
* Basic understanding of Health and Safety issues, including responding to emergencies.
* Basic understanding and application of the skills involved in the supporting of participants in developing and maintaining fitness

**Section Headings:**

**3.1** **Group Fitness Instruction**

CORE KNOWLEDGE

3.1.1 Gather Participant Information

3.1.2 Inform Participants of Programme Benefits and Target Audience

3.1.3 Delivering a Group Fitness class

3.1.4 Ending a Class, Giving/Gaining Feedback

Specific Knowledge for Group Fitness to MUSIC (the most common mode of exercise in Group Fitness within the Industry)

3.1.5 Teaching Group Fitness to Music

3.1.6 Music and Choreography

3.1.7 Methods of Choreography

3.1.8 Group Fitness to Music Guidelines

**Content Summary and Learning Outcomes:**

**3.1** **Group Fitness Instruction**

CORE KNOWLEDGE

**3.1.1 Gather Participant Information**

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| --- | --- |
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Learners should demonstrate knowledge and understanding of:

* The importance of gathering information prior to the start of the class in relation to the participants and their needs to include: *new participants,* *programme experience, names, inquire about any injuries, check correct gear* The “EHFA Health Fitness Code of Ethics” or national standards and guidelines with reference to: *Competence, Confidentiality, Safety – this is specific to* *each country or adopt EHFA code of ethics.*

**3.1.2 Inform participants of Programme Benefits and Target Audience (before start of class)**

Learners should demonstrate knowledge and understanding of:

* Programme exercise goals and benefits and required level of fitness to participate
* For who the programme is suitable and for who not
* Mention intensity and impact options.

**3.1.3 Delivering a Group Fitness Class**

Learners should demonstrate knowledge and understanding of:

* How to design or deliver pre-designed group fitness programme content
* For whom the programme is suitable and for who not
* Provide intensity and impact options
* The national legal responsibilities of a group fitness instructor
* How to identify any changes required (options/alternatives/adaptations), to planned exercises
* The information needed to respond appropriately to a medical emergency.

**3.1.4 Ending a Class, Giving/Gaining Feedback**

Learners should demonstrate knowledge and understanding of:

* Giving feedback to the group and individual participants regarding their performance
* Using appropriate questions to gain relevant information
* Evaluating own performance against programme guidelines and criteria
* Ensuring participants leave the class safely
* Leaving environment in safe condition for future use
* Thanking and inviting participants for the next class.

**Specific Knowledge for Group Fitness to MUSIC**

**3.1.5 Teaching Group Fitness to Music**

Learners should demonstrate knowledge and understanding of:

* How to move to the beat of the music
* The structure of a group fitness to music class, to include: *Warm up, main* *activity, cool down.*
* The required skills of an effective group fitness to music instructor
* How to use music to motivate participants

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| --- | --- |
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* The basic moves for a self-designed group fitness to music class
* The exact moves in a pre-designed exercise to music class
* How to move in different movement planes and use directional changes
* How to make transitions and link exercises
* How to verbally and visually cue an instruct exercise routines timely and clearly, *including the use of body language, voice projection, different* *teaching points, demonstration from different angles and visual previews.*

**3.1.6 Music and Choreography**

Learners should demonstrate knowledge and understanding of:

* The advantages and disadvantages of using music
* The slow and fast beat (i.e. Beats Per Minute)
* The up- and downbeat
* Appropriate music and beat for different components of a class
* Using music phrasing for exercise movement
* National legal requirements and responsibilities relating to the use of music
* The different ways music can be used: *Background, choreographed*
* How music is built up: Verse, Pre-chorus, Chorus, Instrumental, Bridges.

**3.1.7 Methods of Choreography**

Learners should demonstrate knowledge and understanding of:

* How to design choreography using different methods including ‘add on’ layering and holding patterns, or learn pre-designed choreography according to specific programme guidelines
* How to correctly deliver self- or pre-designed programme specific choreography.

**3.1.8 Group Fitness to Music Guidelines**

Learners should demonstrate knowledge and understanding of:

* Their legal and insurance responsibilities in respect of the national guidelines: *Identify any changes required (alternatives/adaptations), to planned class activity, identify Health & Safety checks made relevant to the exercise environment, identify the information needed to respond appropriately to a medical.*

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**EHFA L3 STANDARDS & COMPETENCIES FRAMEWORK**

This document describes the EHFA Competence Framework and contains the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as a Fitness or Group Fitness Instructor in the European Health and Fitness Industry at the EQF- Fitness Level 3, where EQF 2 Fitness Assistant knowledge is a prerequisite. These Competence Framework, the Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get ‘more people, more active, more often’.

The Units in the document, based in the core knowledge established, are broken down in to competencies, skills and range. This document should be read in conjunction with the **EHFA European Level 3 Knowledge Requirements** which describe the knowledge which underpin the skills of a Fitness or Group Fitness Instructor.

Contents:

Section 1: Core Fitness Knowledge

Section 2: Fitness Instructor

Section 3: Group Fitness Instructor

|  |  |
| --- | --- |
| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 32 |

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**Section 1: Core Fitness Knowledge**

**1.1 Human Movement**



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| **WORKPLACE** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | |  |
| **COMPETENCY** | Learners should be able to | Learners should be able to cover the following | | | **KNOWLEDGE** | |  |
| Learners should be able to | demonstrate the following | range | |  | Learners should demonstrate | |  |
| demonstrate the following | skills |  |  |  | **knowledge** and | |  |
| competencies |  |  |  |  | **understanding** of: | |  |
| Integrate Exercise Science | a. Apply the knowledge of |  | Musculoskeletal structure | | **1.1.1** | **Bones and Joints** |  |
| to the design of the | the musculoskeletal system |  | o | Components | **1.1.2** | **Muscles and Muscle** |  |
| programme | to programme design |  | o | Muscles, bones, joints, ligaments |  | **Actions** |  |
|  |  |  | o | and tendons |  |  |  |
|  |  |  | Function |  |  |  |
|  |  |  | o Types: Muscles, bones and joints | |  |  |  |
|  |  |  | o | Locations |  |  |  |
|  |  |  | o | Action |  |  |  |
|  |  |  | o | Directional and anatomical |  |  |  |
|  |  |  |  | terminology |  |  |  |
|  |  |  | Muscle physiology | |  |  |  |
|  |  |  | o | Structure |  |  |  |
|  |  |  | o | Contraction |  |  |  |
|  |  |  | o | Muscle Groups |  |  |  |
|  |  |  | Postural abnormalities | |  |  |  |
|  |  |  Physiological adaptations to exercise | | |  |  |  |
|  |  |  | Measuring exercise response | |  |  |  |
|  |  |  | Exercise risks | |  |  |  |
|  | b. Apply the knowledge of |  | Biomechanical concepts | | **1.1.1** | **Bones and Joints** |  |
|  | the biomechanical concepts |  | o | Centre of gravity | **1.1.2** | **Muscles and Muscle** |  |
|  | as they relate to movement |  | o | Stability, |  | **Actions** |  |
|  | and exercise to programme |  | o | Momentum, |  |  |  |
|  | design |  | o | Inertia |  |  |  |
|  |  |  | o | Alignment |  |  |  |
|  |  |  | o | Levers |  |  |  |
|  |  |  | o | Torque, |  |  |  |
|  |  |  | o | Base of support |  |  |  |
|  |  |  | o | Balance |  |  |  |
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|  |  |  |  |  |  |  |  |  |
|  |  |  | Resistance training equipment | |  |  |  |  |
|  |  |  | o | Resistance |  |  |  |  |
|  |  |  | o | Force |  |  |  |  |
|  |  |  | o | Axis |  |  |  |  |
|  |  |  | o | Variable resistance |  |  |  |  |
|  |  |  | Exercise intensity | |  |  |  |  |
|  |  |  Exercise safety and contraindications | | |  |  |  |  |
| Integrate Exercise Science | c. Apply the knowledge of |  | Structure and function of the cardio- | | **1.1.3** | **Heart, Lungs and** | |  |
| to the design of the | the cardio-respiratory |  | respiratory system | |  | **Circulation** | |  |
| programme | system and energy systems |  | Cardiac cycle | | **1.1.4** | **Energy Systems** | |  |
|  | to programme design |  | Transport and gaseous exchange | |  |  |  |  |
|  |  |  Aerobic and anaerobic systems | | |  |  |  |  |
|  |  |  Processes, function and metabolic products | | |  |  |  |  |
|  |  |  Heart rate response to exercise | | |  |  |  |  |
|  |  |  | o Long term and short term | |  |  |  |  |
|  |  |  | o Measurement of heart rate | |  |  |  |  |
|  |  |  |  | response |  |  |  |  |
|  |  |  Oxygen demands of different activities | | |  |  |  |  |
|  |  |  Physiological adaptations to exercise | | |  |  |  |  |



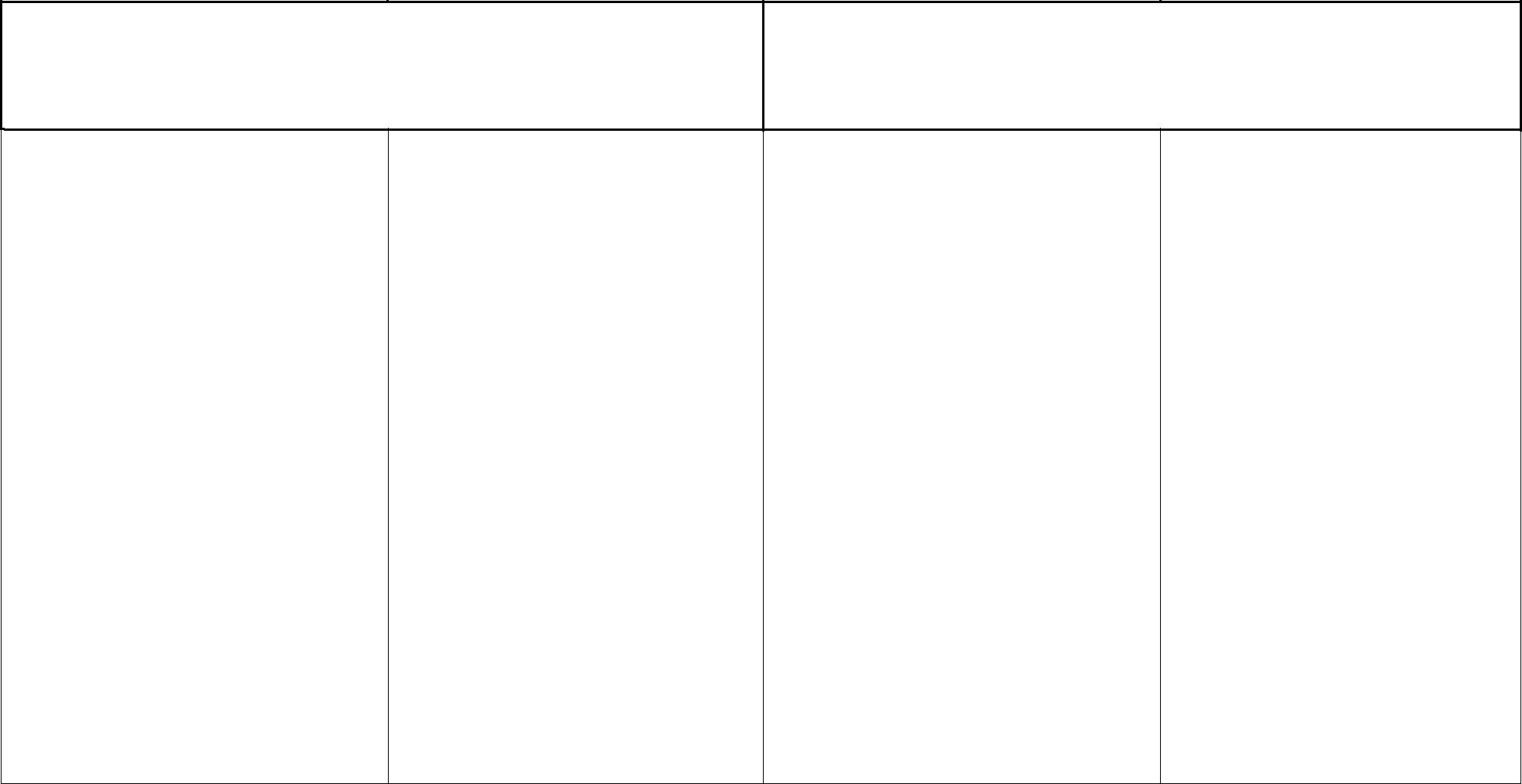
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**1.2** **Exercise Physiology**



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| **WORKPLACE COMPETENCY** | **SKILLS** |
| Learners should be able to | Learners should be able to |
| demonstrate the following | demonstrate the following skills |
| competencies |  |
|  |  |

|  |  |
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| **RANGE** | **UNDERPINNING** |
| Learners should be able to cover | **KNOWLEDGE** |
| the following range | Learners should demonstrate |
|  | **knowledge** and |
|  | **understanding** of: |

Integrate the principles of training a. Apply the knowledge of

principles of training and

components of health related

fitness to the design of a basic

programme to meet clients

abilities, needs, lifestyle and

exercise preferences.

|  |  |  |  |  |  |
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|  | Principles of Training | | **1.2.1** | **Components of** |  |
|  | o | Frequency, intensity, |  | **Fitness** |  |
|  | o | time, type | **1.2.2** | **Principles of Training** |  |
|  | Overload, progression, | **1.2.4** | **Muscular Strength &** |  |
|  |  | adaptation, recovery, |  | **Endurance** |  |
|  | o | specificity, reversibility | **1.2.4** | **Aerobic Theory** |  |
|  | Session phases | **1.2.5** | **Stretch Theory** |  |
|  | o | Resources | **1.2.6** | **Body Composition** |  |
|  | o | Scheduling | **1.2.7** | **Monitoring Exercise** |  |
|  | Programme types | |  | **Intensity** |  |
|  Exercise modes to suit client | | | **1.2.9** | **Warm Up** |  |
|  | needs, fitness levels abilities, | | **1.2.9** | **Cool Down** |  |
|  | likes, available time and | | **1.2.10** | **Progression** |  |
|  | available resources | |  |  |  |
|  | Incorporating the development | |  |  |  |
|  | of: Cardiovascular fitness, | |  |  |  |
|  | Muscular strength, Muscular | |  |  |  |
|  | endurance, Flexibility, Body | |  |  |  |
|  | composition | |  |  |  |

* Determining and varying modality and intensity of exercise
* Develop integrated activity plan and Identify resources
* Allocating resources & aligning training

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| **1.3** | | **Lifestyle Management & Modifications** | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  | |  |  | |  |  | | |  |  |  |
|  | **WORKPLACE COMPETENCY** | | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |  |
|  | competencies | |  |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  | Identify participants incentives | | a. Recognise factors that |  | Theoretical models | | **1.3.1** | **Promoting Physical** | |  |  |  |
|  | and barriers to participate in | | encourage clients to participate |  | Influencing factors | |  | **Activity for Health** | |  |  |  |
|  | exercise | | in exercise and barriers to |  | o | Category of client |  |  |  |  |  |  |
|  |  |  | exercise |  | o | Stage of fitness |  |  |  |  |  |  |
|  |  |  |  |  | o | Personal |  |  |  |  |  |  |
|  |  |  |  |  | o | Programme |  |  |  |  |  |  |
|  |  |  |  |  | o | Environmental |  |  |  |  |  |  |
|  |  |  |  |  | o | Social |  |  |  |  |  |  |
|  | Inform participants of the benefits | | a. Educate participants on the |  | Nutrition | | **1.3.1** | **Promoting Physical** | |  |  |  |
|  | of a healthy lifestyle | | components of a healthy lifestyle |  | Smoking | |  | **Activity for Health** | |  |  |  |
|  |  |  | and the health implications for |  | Alcohol |  | **1.3.2** | **Basic Nutrition &** | |  |  |  |
|  |  |  | each component |  | Relaxation | |  |  |  |
|  |  |  |  |  | Stress management | |  | **Hydration Guidelines** | |  |  |  |
|  |  |  |  |  Physical activity outside the | | | **1.3.5** | **Introduction to** | |  |  |  |
|  |  |  |  |  | gym |  |  |  |  |
|  |  |  |  |  | Active lifestyle | |  | **Adaptations and** | |  |  |  |
|  |  |  |  |  | Posture |  |  | **Progressions** | |  |  |  |
|  |  |  |  |  Effects on health and wellbeing | | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |



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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 36 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  | Inform participants of the benefits | b. Provide participants with |  | Recommended guidelines from | | **1.3.1** | **Promoting Physical** | |  |  |  |
|  | of a healthy lifestyle | accurate information about |  | appropriate National or | |  | **Activity for Health** | |  |  |  |
|  |  | recommended amount of |  | International authorities | |  |  |  |  |  |  |
|  |  | physical activity required to |  | o | Professional |  |  |  |  |  |  |
|  |  | achieve health benefits |  | o | Associations |  |  |  |  |  |  |
|  |  |  |  | Industry standards |  |  |  |  |  |  |
|  |  |  |  Limitations on the level or | | |  |  |  |  |  |  |
|  |  |  |  | amount of information | |  |  |  |  |  |  |
|  |  |  |  | provided by instructor | |  |  |  |  |  |  |
|  |  |  |  |  | |  |  | |  |  |  |
|  |  | c. Provide participants with basic |  | Stress management | | **1.3.4** | **Basic Stress** | |  |  |  |
|  |  | information on stress |  | techniques throw Exercise | |  | **Management** | |  |  |  |
|  |  | management |  | o | Different modes |  | **Techniques** | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |



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| **1.4** | | **Health & Safety** |  |  |  |  |  |  |  |  |  |
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|  | **WORKPLACE COMPETENCY** | | **SKILLS** | **RANGE** | | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | | Learners should be able to | Learners should be able to cover | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | | demonstrate the following skills | the following range | | Learners should demonstrate | | |  |  |  |
|  | competencies | |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  | Collect information about the | | a. Identify the information which |  | Client personal goals and | **1.4.1** | **Safe and Effective** | |  |  |  |
|  | client |  | is to be collected |  | expectations |  | **Exercise** | |  |  |  |
|  |  |  |  |  | Lifestyle |  |  |  |  |  |  |
|  |  |  |  |  Medical, health and exercise | |  |  |  |  |  |  |
|  |  |  |  |  | history |  |  |  |  |  |  |
|  |  |  |  |  | Attitude and motivation |  |  |  |  |  |  |
|  |  |  |  |  | Exercise preferences |  |  |  |  |  |  |
|  |  |  |  |  | Barriers to exercise |  |  |  |  |  |  |
|  |  |  |  |  | Stage of change/readiness |  |  |  |  |  |  |
|  |  |  |  |  | Level of fitness |  |  |  |  |  |  |
|  |  |  | b. Educate client on purpose of |  | Health and Fitness status | **1.4.1** | **Safe and Effective** | |  |  |  |
|  |  |  | client appraisal |  | Referral |  | **Exercise** | |  |  |  |
|  |  |  |  |  | Safety |  |  |  |  |  |  |
|  |  |  |  |  | Programme design |  |  |  |  |  |  |
|  |  |  |  |  | Goals |  |  |  |  |  |  |
|  |  |  |  |  | Measure progress |  |  |  |  |  |  |
|  |  |  | c. Advise client of correct |  | Assessment protocols | **1.4.1** | **Safe and Effective** | |  |  |  |
|  |  |  | procedures, protocols and risks |  | Health concerns |  | **Exercise** | |  |  |  |
|  |  |  | prior to commencing physical |  | Risks |  |  |  |  |  |  |
|  |  |  | assessment |  | Safety |  |  |  |  |  |  |
|  |  |  |  |  | Dress |  |  |  |  |  |  |
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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  | Assess and minimise risk within | a. Demonstrate a duty of care to |  Client Safety and wellbeing | | | **1.4.1** | **Safe and Effective** | |  |  |  |
|  | the exercise setting | clients |  | Legal responsibilities | |  | **Exercise** | |  |  |  |
|  |  |  |  | Compliance with National | | **1.4.6** | **Professionalism,** | |  |  |  |
|  |  |  |  | Health and Safety policies | |  | **Code of Practice,** | |  |  |  |
|  |  |  |  Ethics and professional conduct | | |  | **Ethics, National** | |  |  |  |
|  |  |  |  |  |  |  | **Standards and** | |  |  |  |
|  |  |  |  |  |  |  | **Guidelines** | |  |  |  |
|  |  | b. Identify likely hazards in the |  | Environment factors which | | **1.4.2** | **Modifications to** | |  |  |  |
|  |  | exercise setting and programme |  | can affect the health and | |  | **Exercise -** | |  |  |  |
|  |  | and assess the risks of these |  | safety of the instructor and | |  | **Alternatives/** | |  |  |  |
|  |  | hazards |  | client |  |  | **Adjustments** | |  |  |  |
|  |  |  |  | o | Premises | **1.4.3** | **Body Awareness and** | |  |  |  |
|  |  |  |  | o | Equipment |  | **Exercise Technique** | |  |  |  |
|  |  |  |  | o | Staff |  |  |  |  |  |  |
|  |  |  |  | o | Customers |  |  |  |  |  |  |
|  |  |  |  | o | Behaviour, attitudes, |  |  |  |  |  |  |
|  |  |  |  |  | needs |  |  |  |  |  |  |
|  |  |  |  | Operations | |  |  |  |  |  |  |
|  |  |  |  | o | Between staff, client, |  |  |  |  |  |  |
|  |  |  |  |  | equipment and |  |  |  |  |  |  |
|  |  |  |  | o | premises |  |  |  |  |  |  |
|  |  |  |  | Activities in the |  |  |  |  |  |  |
|  |  |  |  | o | programme |  |  |  |  |  |  |
|  |  |  |  | Other activities |  |  |  |  |  |  |
|  |  |  |  |  | happening at the same |  |  |  |  |  |  |
|  |  |  |  | o | time |  |  |  |  |  |  |
|  |  |  |  | Client assessment |  |  |  |  |  |  |
|  |  |  |  |  | methods |  |  |  |  |  |  |
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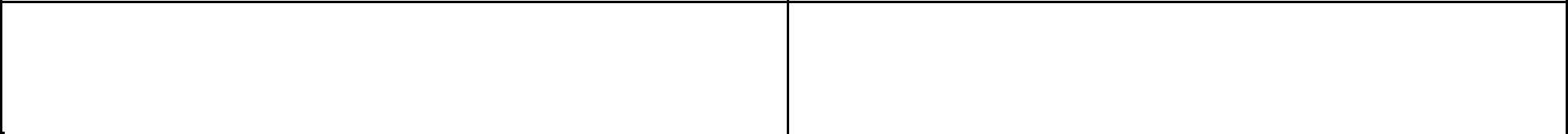
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| **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |
| Learners should be able to | Learners should be able to | Learners should be able to cover the | | | **KNOWLEDGE** | | |  |  |
| demonstrate the following | demonstrate the following skills | following range | |  | Learners should demonstrate | | |  |  |
| competencies |  |  |  |  | **knowledge** and | | |  |  |
|  |  |  |  |  | **understanding** of: | | |  |  |
| Assess and minimise risk within | c. Implement risk management |  | Systems for identifying, | | **1.4.4** | **Health and Safety,** | |  |  |
| the exercise setting | procedures required to minimise |  | assessing, reviewing and | |  | **Dealing with** | |  |  |
|  | risk within the exercise setting |  | minimising risk | |  | **Accidents and** | |  |  |
|  |  |  Systems for logging action | | |  | **Emergencies** | |  |  |
|  |  |  Systems for informing staff of | | | **1.4.5** | **Legal Requirements** | |  |  |
|  |  |  | risk management procedures | |  | **& Emergency** | |  |  |
|  |  |  | and health and safety | |  | **Procedures** | |  |  |
|  |  |  | requirements | |  |  |  |  |  |
|  |  |  Industry and National Guidelines | | |  |  |  |  |  |
|  |  |  | for normal operating procedures | |  |  |  |  |  |
|  |  |  | Supervision |  |  |  |  |  |  |
|  |  |  | Systems for informing | |  |  |  |  |  |
|  |  |  | participants of facility rules, | |  |  |  |  |  |
|  |  |  | correct use of services and | |  |  |  |  |  |
|  |  |  | equipment and health and safety | |  |  |  |  |  |
|  |  |  | requirements | |  |  |  |  |  |
|  |  |  Systems for maintenance of | | |  |  |  |  |  |
|  |  |  | equipment and facilities | |  |  |  |  |  |
|  |  |  | o | Free weights |  |  |  |  |  |
|  |  |  | o | Machines |  |  |  |  |  |
|  |  |  | o | Exercise studio and |  |  |  |  |  |
|  |  |  | o | gym |  |  |  |  |  |
|  |  |  | Aqua equipment and |  |  |  |  |  |
|  |  |  | o | pool |  |  |  |  |  |
|  |  |  | Sound system |  |  |  |  |  |
|  |  |  | o | Surfaces |  |  |  |  |  |



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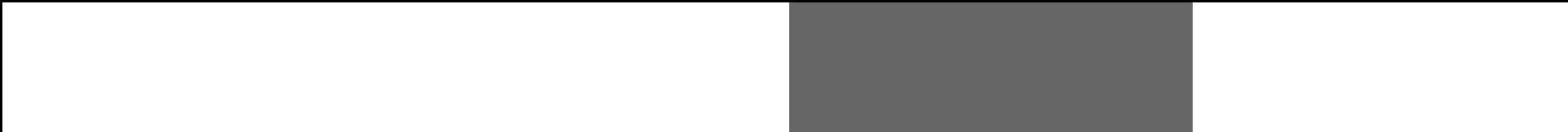
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| **WORKPLACE COMPETENCY** | **SKILLS** |
| Learners should be able to | Learners should be able to |
| demonstrate the following | demonstrate the following skills |
| competencies |  |
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| **RANGE** |  | **UNDERPINNING** | |  |
| Learners should be able to cover |  | **KNOWLEDGE** | |  |
| the following range |  | Learners should demonstrate | |  |
|  |  | **knowledge** and | |  |
|  |  | **understanding** of: | |  |



|  |  |  |  |  |  |  |
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|  | Deal with accidents and | a. Deal effectively with injuries |  | Client Monitoring | **1.4.5** | **Legal Requirements** |
|  | emergencies | and signs of illness |  | Symptoms of distress, illness |  | **& Emergency** |
|  |  |  |  | or injury |  | **Procedures** |
|  |  |  |  | CPR |  |  |
|  |  |  |  | Categories of injuries |  |  |
|  |  |  |  Industry related First Aid in | |  |  |
|  |  |  |  | line with national guidelines |  |  |
|  |  | b. Follow appropriate emergency |  | Emergency Action Plan | **1.4.5** | **Legal Requirements** |
|  |  | procedures efficiently |  |  |  | **& Emergency** |
|  |  |  |  |  |  | **Procedures** |
|  |  | c. Implement risk management |  | Systems for identifying, | **1.4.4** | **Health and Safety,** |
|  |  | procedures required to minimise |  | assessing, reviewing and |  | **Dealing with** |
|  |  | risk within the exercise setting |  | minimising risk |  | **Accidents and** |
|  |  |  |  Systems for logging action | |  | **Emergencies** |
|  |  |  |  Systems for informing staff | | **1.4.5** | **Legal Requirements** |
|  |  |  |  | Industry and National |  | **& Emergency** |
|  |  |  |  | Guidelines for normal operating |  | **Procedures** |
|  |  |  |  | procedures | **1.4.6** | **Professionalism,** |
|  |  |  |  | Supervision |  | **Code of Practice,** |
|  |  |  |  | Systems for informing |  | **Ethics, National** |
|  |  |  |  | participants of facility rules, |  | **Standards and** |
|  |  |  |  | correct use of services and |  | **Guidelines** |
|  |  |  |  | equipment and health and |  |  |
|  |  |  |  | safety requirements |  |  |
|  |  |  |  Systems for maintenance of | |  |  |
|  |  |  |  | equipment and facilities |  |  |
|  |  |  |  Breaches in risk management | |  |  |
|  |  |  |  | procedures/health and safety |  |  |
|  |  |  |  | Maintenance of risk |  |  |
|  |  |  |  | management/health and safety |  |  |
|  |  |  |  | records |  |  |
|  | EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | |  |  |  | 41 |
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|  | **WORKPLACE COMPETENCY** | **SKILLS** |
|  | Learners should be able to | Learners should be able to |
|  | demonstrate the following | demonstrate the following skills |
|  | competencies |  |
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|  | **RANGE** |  | **UNDERPINNING** | |  |
|  | Learners should be able to cover |  | **KNOWLEDGE** | |  |
|  | the following range |  | Learners should demonstrate | |  |
|  |  |  | **knowledge** and | |  |
|  |  |  | **understanding** of: | |  |



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| Ensure compliance with | a. Ensure appropriate licenses |  | Music | **1.4.6** | **Professionalism, Code** |
| appropriate legislative | are in place |  | Products |  | **of Practice, Ethics,** |
| requirements |  |  | Broadcasting |  | **National Standards** |
|  |  |  | Public performance |  | **and Guidelines** |
|  | b. Ensure compliance with |  | Public liability | **1.4.6** | **Professionalism, Code** |
|  | appropriate insurance guidelines |  | Personal indemnity |  | **of Practice, Ethics,** |
|  |  |  |  |  | **National Standards** |
|  |  |  |  |  | **and Guidelines** |



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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 42 |

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| **1.5** | | **Communication** |  |  |  |  |  |  |  |  |  |  |
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|  | **WORKPLACE COMPETENCY** | | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | | | |  |
|  | Learners should be able to | | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | | | |  |
|  | demonstrate the following | | demonstrate the following skills | the following range | | | Learners should demonstrate | | | | |  |
|  | competencies | |  |  |  |  | **knowledge** and | | | | |  |
|  |  |  |  |  |  |  | **understanding** of: | | | | |  |
|  | Develop and apply strategies to | | a. Define own role and client role |  Codes of practice, ethics etc. | | | **1.5.1** | **Building Rapport** | | | |  |
|  | motivate participants to join and | | and responsibilities with client |  Client understanding of own | | | **1.5.2** | **Motivational** | | | |  |
|  | adhere to an exercise programme | | and those of other staff and |  | responsibilities | |  | **Strategies** | | | |  |
|  |  |  | professionals involved in the |  | Client understanding of | | **1.5.3** | **Customer Service** | | | |  |
|  |  |  | programme |  | instructor’s role and limitations | | **1.4.6** | **Professionalism, Code** | | | |  |
|  |  |  |  |  | in providing assistance | |  | **of Practice, Ethics,** | | | |  |
|  |  |  |  |  | Developing client instructor | |  | **National Standards** | | | |  |
|  |  |  |  |  | relationship | |  | **and Guidelines** | | | |  |
|  |  |  |  |  | Progressing and adapting | |  |  |  |  |  |  |
|  |  |  |  |  | relationship according to needs | |  |  |  |  |  |  |
|  |  |  |  |  | of clients | |  |  |  |  |  |  |
|  |  |  |  |  | o | Level of assistance |  |  |  |  |  |  |
|  |  |  |  |  | o | Instructor personal |  |  |  |  |  |  |
|  |  |  |  |  |  | qualities |  |  |  |  |  |  |
|  |  |  | b. Integrate appropriate |  | Motivational theories | | **1.5.1** | **Building Rapport** | | | |  |
|  |  |  | motivational strategies to |  | Behavioural Modification | | **1.5.2** | **Motivational** | | | |  |
|  |  |  | encourage long term adherence |  | techniques and strategies | |  | **Strategies** | | | |  |
|  |  |  | to the programme and to positive |  | (reinforcement, goal setting, | | **1.3.1** | **Promoting Physical** | | | |  |
|  |  |  | lifestyle practices |  | social support, problem | |  | **Activity for Health** | | | |  |
|  |  |  |  |  | solving, reinforcement | |  |  |  |  |  |  |
|  |  |  |  |  | strategies, self-monitoring, | |  |  |  |  |  |  |
|  |  |  |  |  | etc.) |  |  |  |  |  |  |  |
|  |  |  |  |  Needs of different category of | | |  |  |  |  |  |  |
|  |  |  |  |  | client |  |  |  |  |  |  |  |
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**Section 2: Fitness Instructor**

**2.1** **Individual Instruction**



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| **WORKPLACE COMPETENCY** | **SKILLS** |
| Learners should be able to | Learners should be able to |
| demonstrate the following | demonstrate the following skills |
| competencies |  |
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| **RANGE** | **UNDERPINNING** |
| Learners should be able to cover | **KNOWLEDGE** |
| the following range | Learners should demonstrate |
|  | **knowledge** and |
|  | **understanding** of: |

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|  | Identify and agree goals with the | a. Agree with the client goals |  | Physical activity goals | **2.1.1** | **Designing Individual** |
|  | client | appropriate to their needs and |  | Lifestyle goals |  | **Fitness Programs** |
|  |  | condition |  | Specific, measurable, |  |  |
|  |  |  |  | achievable, realistic and time- |  |  |
|  |  |  |  | bound goals |  |  |
|  |  | b. Identify potential barriers to |  | Physical | **2.1.1** | **Designing Individual** |
|  |  | the client achieving these goals |  | Psychological |  | **Fitness Programs** |
|  |  |  |  | Lifestyle |  |  |
|  |  |  |  | Social |  |  |
|  | Select and agree appropriate | a. Apply the components of |  | Components of Fitness | **2.1.1** | **Designing Individual** |
|  | components of fitness and | health related fitness and their |  | (Cardiovascular fitness, |  | **Fitness Programs** |
|  | activities with the client | function to selecting appropriate |  | Muscular strength, |  |  |
|  |  | activities |  | Hypertrophy, Muscular |  |  |
|  |  |  |  | endurance, Core stability, |  |  |
|  |  |  |  | Flexibility, Body composition, |  |  |
|  |  |  |  | Posture) |  |  |
|  |  | b. Identify general exercises and |  | Exercises and activities for the | **2.1.1** | **Designing Individual** |
|  |  | activities to target specific |  | previous components of fitness |  | **Fitness Programs** |
|  |  | components of fitness |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 44 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | | **UNDERPINNING** | | |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | **KNOWLEDGE** | | |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | Learners should demonstrate | | |  |  |
|  | competencies |  |  |  | **knowledge** and | | |  |  |
|  |  |  |  |  | **understanding** of: | | |  |  |
|  | Select and agree appropriate | c. Consider medical or injury |  | Contraindications for specific | **2.1.1** | **Designing Individual** | |  |  |
|  | components of fitness and | problems identified during client |  | medical conditions or injuries |  | **Fitness Programs** | |  |  |
|  | activities with the client | assessment when selecting |  |  | **2.1.3** | **Information** | |  |  |
|  |  | appropriate exercises, activities |  |  |  | **Gathering, Screening** | |  |  |
|  |  | and components |  |  |  | **and Informed** | |  |  |
|  |  |  |  |  |  | **Consent** | |  |  |
|  |  | d. Confirm programme reflects |  |  | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | agreed goals |  |  |  | **Session** | |  |  |
|  |  | e. Provide participant with |  | Present recommendations in | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | accurate information about |  | understandable format and |  | **Session** | |  |  |
|  |  | recommended programme to |  | language |  |  |  |  |  |
|  |  | agree commitment |  | Explain potential outcomes |  |  |  |  |  |
|  |  |  |  | and benefits of |  |  |  |  |  |
|  |  |  |  | recommendations |  |  |  |  |  |
|  |  |  |  Explain level of commitment | |  |  |  |  |  |
|  |  |  |  | and time required to achieve |  |  |  |  |  |
|  |  |  |  | goals |  |  |  |  |  |
|  |  |  |  | Suggest most appropriate |  |  |  |  |  |
|  |  |  |  | activities, services and |  |  |  |  |  |
|  |  |  |  | activities to achieve goals |  |  |  |  |  |
|  |  |  |  | Employ effective interpersonal |  |  |  |  |  |
|  |  |  |  | skills |  |  |  |  |  |
|  |  |  |  | Seek agreement and |  |  |  |  |  |
|  |  |  |  | commitment from client |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 45 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |
|  | Plan and prepare for an exercise | b. Set aims and objectives for |  | Exercise goals | | **2.1.1** | **Designing Individual** | |  |  |
|  | session | the session in line with the needs |  | Components of fitness | |  | **Fitness Programs** | |  |  |
|  |  | of the client and the overall |  | Client needs | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | programme |  | Category of client | |  | **Session** | |  |  |
|  |  |  |  | Stage of fitness | | **2.1.3** | **Information** | |  |  |
|  |  |  |  | o | Beginner |  | **Gathering, Screening** | |  |  |
|  |  |  |  | o | Intermediate |  | **and Informed** | |  |  |
|  |  |  |  | o | Advanced |  | **Consent** | |  |  |
|  |  |  |  Injury and medical status | | |  |  |  |  |  |
|  |  |  |  | Experienced/Inexperienced | |  |  |  |  |  |
|  |  | c. Design the exercise session |  | Session type (Gym based) | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  |  |  |  |  |  | **Session** | |  |  |
|  |  | d. Select modes of exercise |  | Resistance Training | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | within sessions |  | Resistance machines | |  | **Session** | |  |  |
|  |  |  |  | Free weights | |  |  |  |  |  |
|  |  |  |  | Cardiovascular | |  |  |  |  |  |
|  |  | e. Select activities and exercises |  | Appropriate to phase and goals | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | for the session |  | of the Session | |  | **Session** | |  |  |
|  |  |  |  Appropriate to abilities of | | |  |  |  |  |  |
|  |  |  |  | clients |  |  |  |  |  |  |
|  |  | f. Apply principles of training |  | Cardiovascular endurance | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  |  |  | Muscular strength and | |  | **Session** | |  |  |
|  |  |  |  | Hypertrophy | |  |  |  |  |  |
|  |  |  |  | Muscular endurance | |  |  |  |  |  |
|  |  |  |  | Flexibility | |  |  |  |  |  |
|  |  |  |  | Body composition | |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 46 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |
|  |  | g. Plan timings and sequences for |  | Effective balance of | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | the session |  | o | Instruction |  | **Session** | |  |  |
|  |  |  |  | o | Activity |  |  |  |  |  |
|  |  |  |  | o | Discussion |  |  |  |  |  |
|  |  | h. Ensure access to appropriate |  | Facility |  | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | resources |  | Equipment | |  | **Session** | |  |  |
|  |  | i. Prepare equipment and |  | Select appropriate equipment | | **2.1.2** | **Delivering a Fitness** | |  |  |
|  |  | facilities for the session ensuring |  Check equipment in good | | |  | **Session** | |  |  |
|  |  | compliance with industry and |  | working order | |  |  |  |  |  |
|  |  | national guidelines for normal |  Ensure sufficient space and | | |  |  |  |  |  |
|  |  | operating procedures |  | appropriate layout for safe | |  |  |  |  |  |
|  |  |  |  | exercise | |  |  |  |  |  |
|  |  |  |  | Ensure appropriate | |  |  |  |  |  |
|  |  |  |  | temperature and ventilation | |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 47 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | | **UNDERPINNING** | | |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | **KNOWLEDGE** | | |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | Learners should demonstrate | | |  |  |
|  | competencies |  |  |  | **knowledge** and | | |  |  |
|  |  |  |  |  | **understanding** of: | | |  |  |
|  | Review and modify the | a. Obtain feedback from client on |  | Based on Instructor | **2.1.4** | **Ending a Session,** | |  |  |
|  | programme as appropriate to | progress with the programme |  | observation |  | **Evaluation,** | |  |  |
|  | client progress | following initial induction to the |  | Based on Frequent reviews to |  | **Giving/Gaining** | |  |  |
|  |  | programme |  | determine client perception of |  | **Feedback** | |  |  |
|  |  |  |  | personal progress, and Client |  |  |  |  |  |
|  |  |  |  | satisfaction with programme |  |  |  |  |  |
|  |  | b. Modify programme according |  | According to: Individual | **2.1.5** | **Safe Progressive** | |  |  |
|  |  | to client progress following initial |  | activities; Exercise intensity; |  | **Exercise Planning** | |  |  |
|  |  | induction to the programme |  | Client goals; Changes in |  |  |  |  |  |
|  |  |  |  | circumstances |  |  |  |  |  |
|  |  |  |  | Incorporating: Principles of |  |  |  |  |  |
|  |  |  |  | training; Knowledge of health; |  |  |  |  |  |
|  |  |  |  | Related components of fitness; |  |  |  |  |  |
|  |  |  |  | Knowledge of exercise |  |  |  |  |  |
|  |  |  |  | anatomy, physiology and |  |  |  |  |  |
|  |  |  |  | biomechanics |  |  |  |  |  |
|  |  |  |  | Record modifications |  |  |  |  |  |
|  |  | c. Give feedback to client based |  | Timely, Positive and Relevant | **2.1.4** | **Ending a Session,** | |  |  |
|  |  | on review |  | to goals |  | **Evaluation,** | |  |  |
|  |  |  |  |  |  | **Giving/Gaining** | |  |  |
|  |  |  |  |  |  | **Feedback** | |  |  |
|  | Monitor, evaluate and adjust | a. Undertake regular |  | Assessment & Stage of fitness | **2.1.4** | **Ending a Session,** | |  |  |
|  | programmes for individuals | assessments to monitor client |  | Components of fitness |  | **Evaluation,** | |  |  |
|  |  | progress and achievement of |  | Appropriate to activity and |  | **Giving/Gaining** | |  |  |
|  |  | goals |  | programme |  | **Feedback** | |  |  |
|  |  |  |  | Lifestyle and adherence | **2.1.5** | **Safe Progressive** | |  |  |
|  |  |  |  | Fitness levels |  | **Exercise Planning** | |  |  |
|  |  |  |  | Satisfaction |  |  |  |  |  |
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**Resistance Exercise**



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| **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | |  |
| Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | |  |
| demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | |  |
| competencies |  |  |  |  | **knowledge** and | |  |
|  |  |  |  |  | **understanding** of: | |  |
| Select appropriate resistance | a. Provide safe and effective use |  | Resistance machines | | **2.1.6** | **Resistance Machine** |  |
| exercises for the session planned | of a range of fixed resistance |  | Pin loaded systems (lever, | |  | **Lifts (Including warm** |  |
|  | exercises |  | variable resistance, pulley and | |  | **up)** |  |
|  |  |  | cam systems) | |  |  |  |
|  |  |  | Hydraulic systems | |  |  |  |
|  |  |  | Air braked systems | |  |  |  |
|  | b. Provide safe and effective use |  | Weights | | **2.1.7** | **Free Weights** |  |
|  | of free weight exercises |  | Barbells |  |  | **(Standing)** |  |
|  |  |  | Dumbbells | | **2.1.8** | **Free Weights (Bench)** |  |
|  |  |  | Benches | |  | **Including Spotting** |  |
|  |  |  | Mats |  |  |  |  |
| Select appropriate resistance | a. Provide safe and effective |  | Resistance training | | **2.1.10 Methods of** | |  |
| training methods for the session | resistance training methods |  | methods/systems: pyramid, | |  | **Resistance Training** |  |
| planned |  |  | circuit, super setting, etc. | |  |  |  |
|  |  |  Application according to the | | |  |  |  |
|  |  |  | individual’s goals. | |  |  |  |
|  |  |  | Dose/response relationship | |  |  |  |
|  |  |  | based on actual evidence | |  |  |  |
|  |  |  |  | |  | |  |
|  | b. Apply principles of training |  | Taking into account exercise | | **2.1.10 Methods of** | |  |
|  |  |  | variables | |  | **Resistance Training** |  |
|  |  |  | o | Client’s fitness levels |  |  |  |
|  |  |  |  | and targets |  |  |  |
|  |  |  | o Types of training and | |  |  |  |
|  |  |  | o | programme |  |  |  |
|  |  |  | Specific fitness |  |  |  |
|  |  |  |  | outcome |  |  |  |



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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 49 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  | Teach client planned resistance | a. Utilise appropriate teaching |  | Communication | | **2.1.9** | **Practical Guidelines** | |  |  |  |
|  | exercises for the session | methods and skills |  | o Verbal – clear concise | |  | **for Instructing** | |  |  |  |
|  |  |  |  | o | specific audible |  | **Resistance Training** | |  |  |  |
|  |  |  |  | Using understandable |  |  |  |  |  |  |
|  |  |  |  | o | terminology |  |  |  |  |  |  |
|  |  |  |  | Non verbal – |  |  |  |  |  |  |
|  |  |  |  |  | demonstration |  |  |  |  |  |  |
|  |  | b. Observe and monitor the |  | Safety |  | **2.1.9** | **Practical Guidelines** | |  |  |  |
|  |  | participant in the session |  | Intensity | |  | **for Instructing** | |  |  |  |
|  |  |  |  | Discomfort | |  | **Resistance Training** | |  |  |  |
|  |  |  |  | Technique | |  |  |  |  |  |  |
|  |  |  |  |  | |  |  |  |  |  |  |
|  |  | c. Assess participant performance |  | Identify errors | |  |  |  |  |  |  |
|  |  |  |  | Client feedback | |  |  |  |  |  |  |
|  |  | d. Correct and improve |  | Correct technique | |  |  |  |  |  |  |
|  |  | participant performance |  | Provide instructing points | |  |  |  |  |  |  |
|  |  |  |  | Feedback | |  |  |  |  |  |  |
|  |  |  |  | Encouragement | |  |  |  |  |  |  |
|  |  |  |  | Reinforcement | |  |  |  |  |  |  |
|  |  | e. Ensure explanations and |  | Range of alternative exercises | | **2.1.9** | **Practical Guidelines** | |  |  |  |
|  |  | demonstrations are technically |  | How to break exercise | |  | **for Instructing** | |  |  |  |
|  |  | correct, observable, relevant, |  | movements down into their | |  | **Resistance Training** | |  |  |  |
|  |  | safe and appropriate to the |  | components | |  |  |  |  |  |  |
|  |  | participant |  | How to develop clients co- | |  |  |  |  |  |  |
|  |  |  |  | ordination by building up | |  |  |  |  |  |  |
|  |  |  |  | exercise movements gradually | |  |  |  |  |  |  |
|  |  |  |  | Instructor technique and | |  |  |  |  |  |  |
|  |  |  |  | position |  |  |  |  |  |  |  |
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**Cardiovascular Exercise**



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| **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** |  |
| Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** |  |
| demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate |  |
| competencies |  |  |  |  | **knowledge** and |  |
|  |  |  |  |  | **understanding** of: |  |
| Select appropriate cardiovascular | Provide safe and effective use of |  | Upright cycle | | **2.1.11 Cardiovascular (CV)** |  |
| exercises for the session planned | a range of cardiovascular |  | Recumbent cycle | | **Machines** |  |
|  | exercises |  | Treadmill | |  |  |
|  |  |  | Stepper |  |  |  |
|  |  |  | Rowing machine | |  |  |
|  |  |  | Elliptical/cross trainer | |  |  |
| Select appropriate cardiovascular | a. Provide safe and effective |  | Cardiovascular training | | **2.1.10 Methods of** |  |
| training methods for the session | cardiovascular training methods |  | methods/systems: | | **Cardiovascular** |  |
| planned |  |  | continuous, interval, etc. | | **Training** |  |
|  |  |  Dose/response based on actual | | |  |  |
|  |  |  | evidence | |  |  |
|  |  |  | | |  |  |
|  | b. Apply principles of training |  Taking into account exercise | | | **2.1.10 Methods of** |  |
|  |  |  | variables | | **Cardiovascular** |  |
|  |  |  | o | Client’s fitness levels | **Training** |  |
|  |  |  |  | and targets |  |  |
|  |  |  | o Types of training and | |  |  |
|  |  |  | o | programme |  |  |
|  |  |  | Specific fitness |  |  |
|  |  |  |  | outcome |  |  |
|  |  |  |  |  |  |  |



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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 51 |

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**Section 3: Group Fitness Instructor**



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| **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | |
| Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | |
| demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | |
| competencies |  |  |  |  | **knowledge** and | |
|  |  |  |  |  | **understanding** of: | |
| Plan and prepare for an exercise | a. Collect, record and analyse |  | The facility | | **3.1.3** | **Delivering a Group** |
| session | accurate information about the |  | o | Size |  | **Fitness Class** |
|  | facility and the participant(s) |  | o | Access, |  |  |
|  |  |  | o | Equipment |  |  |
|  |  |  | Expected participants | |  |  |
|  |  |  | o | Number |  |  |
|  |  |  | o | Fitness level |  |  |
|  |  |  | o | Skill level |  |  |
|  |  |  | o | Health history |  |  |
|  |  |  | o | Aims of the |  |  |
|  |  |  |  | participants |  |  |
|  |  |  |  | programme |  |  |
|  | b. Set aims and objectives for |  | Exercise goals | | **3.1.3** | **Delivering a Group** |
|  | the session in line with the needs |  | Components of fitness | |  | **Fitness Class** |
|  | of the clients and the overall |  | Client needs | |  |  |
|  | programme |  | Category of clients | |  |  |
|  |  |  | Stage of fitness | |  |  |
|  |  |  | o | Beginner |  |  |
|  |  |  | o | Intermediate |  |  |
|  |  |  | o | Advanced |  |  |
|  |  |  Injury and medical status | | |  |  |
|  |  |  | Experienced/ inexperienced | |  |  |
|  | c. Design the exercise session |  | Session type | | **3.1.3** | **Delivering a Group** |
|  |  |  | o | Gym based, Studio |  | **Fitness Class** |
|  |  |  |  | based, Water based, |  |  |
|  |  |  |  | Sports hall |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 52 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |
|  | Plan and prepare for an exercise | e. Select activities and exercises |  | Appropriate to phase and goals | | **3.1.3** | **Delivering a Group** | |  |  |
|  | session | for the session |  | of the Session | |  | **Fitness Class** | |  |  |
|  |  |  |  Appropriate to abilities of | | |  |  |  |  |  |
|  |  |  |  | clients | |  |  |  |  |  |
|  |  |  |  |  | |  |  | |  |  |
|  |  | g. Plan timings and sequences for |  | Effective balance of | | **3.1.3** | **Delivering a Group** | |  |  |
|  |  | the session |  | o | Instruction |  | **Fitness Class** | |  |  |
|  |  |  |  | o | Activity |  |  |  |  |  |
|  |  |  |  | o | Discussion |  |  |  |  |  |
|  |  | h. Ensure access to appropriate |  | Facility | | **3.1.3** | **Delivering a Group** | |  |  |
|  |  | resources |  | Equipment | |  | **Fitness Class** | |  |  |
|  |  |  |  |  | |  |  | |  |  |
|  |  | i. Prepare equipment and |  | Select appropriate equipment | | **3.1.3** | **Delivering a Group** | |  |  |
|  |  | facilities for the session ensuring |  | Check equipment in good | |  | **Fitness Class** | |  |  |
|  |  | compliance with industry and |  | working order | |  |  |  |  |  |
|  |  | national guidelines for normal |  | Ensure sufficient space and | |  |  |  |  |  |
|  |  | operating procedures |  | appropriate layout for safe | |  |  |  |  |  |
|  |  |  |  | exercise | |  |  |  |  |  |
|  |  |  |  | Ensure appropriate | |  |  |  |  |  |
|  |  |  |  | temperature and ventilation | |  |  |  |  |  |
|  |  | j. Assess and minimise risks |  | Facility | | **3.1.3** | **Delivering a Group** | |  |  |
|  |  | before the session |  | Equipment | |  | **Fitness Class** | |  |  |
|  |  |  |  | Activities | |  |  |  |  |  |
|  |  |  |  | Participants | |  |  |  |  |  |
|  |  |  |  | Emergency procedures | |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 53 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | | | |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | | | |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | | | |
|  | competencies |  |  |  |  | **knowledge** and | | | | |
|  |  |  |  |  |  | **understanding** of: | | | | |
|  | Prepare Clients for the session | a. Check participant’s experience |  | Questioning | | **3.1.1** | **Gather Participant** | | | |
|  |  | and conduct a pre-activity |  | PAR-Q | |  | **Information** | | | |
|  |  | screening |  |  |  |  |  |  |  |  |
|  |  | b. Explain the aim and demands |  Provide participants with clear | | | **3.1.2** | **Inform participants of** | | | |
|  |  | of the session |  | information about | |  | **Programme Benefits** | | | |
|  |  |  |  | o | Activities |  | **and Target Audience** | | | |
|  |  |  |  | o | Sessions |  | **(before start of class)** | | | |
|  |  |  |  | o | Exercises |  |  |  |  |  |
|  |  | c. Ensure participants have |  | For specific session | |  |  |  |  |  |
|  |  | appropriate footwear and |  |  |  |  |  |  |  |  |
|  |  | clothing |  |  |  |  |  |  |  |  |
|  |  | d. Advise on emergency |  | Facilities emergency | | **3.1.3** | **Delivering a Group** | | | |
|  |  | procedures |  | procedures | |  | **Fitness Class** | | | |
|  |  |  |  | Health and safety | |  |  |  |  |  |
|  |  |  |  | requirements | |  |  |  |  |  |
|  |  | e. Ensure appropriate positioning |  | Appropriate space between | | **3.1.3** | **Delivering a Group** | | | |
|  |  | of participants |  | participants to allow | |  | **Fitness Class** | | | |
|  |  |  |  | instructor-client observation | |  |  |  |  |  |
|  |  |  |  | To ensure safety | |  |  |  |  |  |
|  |  | f. Prepare the participants |  Using exercises appropriate to | | | **3.1.3** | **Delivering a Group** | | | |
|  |  | physically for the session using |  | the session | |  | **Fitness Class** | | | |
|  |  | safe and effective warm ups |  |  |  |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 54 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  | Teach clients planned activities for | a. Utilise appropriate teaching |  | Communication | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  | the session | methods and skills |  | o Verbal – clear concise | |  | **Fitness Class** | |  |  |  |
|  |  |  |  | o | specific audible |  |  |  |  |  |  |
|  |  |  |  | Using understandable |  |  |  |  |  |  |
|  |  |  |  | o | terminology |  |  |  |  |  |  |
|  |  |  |  | Non verbal – |  |  |  |  |  |  |
|  |  |  |  | o | demonstration |  |  |  |  |  |  |
|  |  |  |  | Group or individual |  |  |  |  |  |  |
|  |  |  |  | o | management skills |  |  |  |  |  |  |
|  |  |  |  | Creativity and |  |  |  |  |  |  |
|  |  |  |  |  | improvisation |  |  |  |  |  |  |
|  |  | b. Observe and monitor |  | Safety | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  | participants in the session |  | Intensity | |  | **Fitness Class** | |  |  |  |
|  |  |  |  | Discomfort | |  |  |  |  |  |  |
|  |  |  |  | Technique | |  |  |  |  |  |  |
|  |  | c. Assess participant performance |  | Identify errors | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  |  |  | Client feedback | |  | **Fitness Class** | |  |  |  |
|  |  | d. Correct and improve |  | Correct technique | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  | participant performance |  | Provide instructing points | |  | **Fitness Class** | |  |  |  |
|  |  |  |  | Feedback | |  |  |  |  |  |  |
|  |  |  |  | Encouragement | |  |  |  |  |  |  |
|  |  |  |  | Reinforcement | |  |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 55 |

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|  | **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | |  | **UNDERPINNING** | | |  |  |  |
|  | Learners should be able to | Learners should be able to | Learners should be able to cover | | | **KNOWLEDGE** | | |  |  |  |
|  | demonstrate the following | demonstrate the following skills | the following range | | | Learners should demonstrate | | |  |  |  |
|  | competencies |  |  |  |  | **knowledge** and | | |  |  |  |
|  |  |  |  |  |  | **understanding** of: | | |  |  |  |
|  |  | f. Ensure explanations and |  Range of alternative exercises | | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  | demonstrations are technically |  How to break exercise | | |  | **Fitness Class** | |  |  |  |
|  |  | correct, observable, relevant, |  | movements down into their | |  |  |  |  |  |  |
|  |  | safe and appropriate to the |  | components | |  |  |  |  |  |  |
|  |  | participants |  How to develop clients co- | | |  |  |  |  |  |  |
|  |  |  |  | ordination by building up | |  |  |  |  |  |  |
|  |  |  |  | exercise movements gradually | |  |  |  |  |  |  |
|  |  |  |  | Instructor technique | |  |  |  |  |  |  |
|  |  |  |  | Instructor position | |  |  |  |  |  |  |
|  |  |  |  | Appropriate to category | |  |  |  |  |  |  |
|  |  |  |  | participant | |  |  |  |  |  |  |
|  |  | g. Adapt activities during the |  | Due to | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  | session |  | o | Numbers |  | **Fitness Class** | |  |  |  |
|  |  |  |  | o | Clients needs and |  |  |  |  |  |  |
|  |  |  |  | o | abilities |  |  |  |  |  |  |
|  |  |  |  | Equipment |  |  |  |  |  |  |
|  |  |  |  | o | Facility |  |  |  |  |  |  |
|  |  |  |  | o | Weather |  |  |  |  |  |  |
|  |  | h. Ensure participants carry out |  | Technically correct | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  | activities in a safe manner |  Safe and effective alignment of | | |  | **Fitness Class** | |  |  |  |
|  |  |  |  | exercises | |  |  |  |  |  |  |
|  |  |  |  Appropriate to clients needs | | |  |  |  |  |  |  |
|  |  |  |  | and abilities | |  |  |  |  |  |  |
|  |  | i. Ensure all phases of the |  | Time management | | **3.1.3** | **Delivering a Group** | |  |  |  |
|  |  | session plan are delivered safely |  |  |  |  | **Fitness Class** | |  |  |  |
|  |  | and effectively within time |  |  |  |  |  |  |  |  |  |
|  |  | constraints |  |  |  |  |  |  |  |  |  |
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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 56 |

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| **WORKPLACE COMPETENCY** | **SKILLS** | **RANGE** | | **UNDERPINNING** | | |  |
| Learners should be able to | Learners should be able to | Learners should be able to cover | | **KNOWLEDGE** | | |  |
| demonstrate the following | demonstrate the following skills | the following range | | Learners should demonstrate | | |  |
| competencies |  |  |  | **knowledge** and | | |  |
|  |  |  |  | **understanding** of: | | |  |
|  | j. Ensure participants’ |  Give opportunity for feedback | | **3.1.4** | **Ending a Class,** | |  |
|  | understanding of explanations |  |  |  | **Giving/Gaining** | |  |
|  | and instructions |  |  |  | **Feedback** | |  |
|  | k. Use of motivational strategies |  |  |  |  |  |  |
|  | p. End the session, including the |  Using cool down activities | | **3.1.4** | **Ending a Class,** | |  |
|  | use of cool down activities that |  | appropriate to the session |  | **Giving/Gaining** | |  |
|  | are safe and effective for the |  Close the session on time | |  | **Feedback** | |  |
|  | participants |  Offer opportunity to ask | |  |  |  |  |
|  |  |  | questions and provide |  |  |  |  |
|  |  |  | feedback to subjects |  |  |  |  |
|  |  |  | Provide feedback to |  |  |  |  |
|  |  |  | participants on performance |  |  |  |  |
|  |  |  | Supervise participants |  |  |  |  |
|  |  |  | departure |  |  |  |  |
| Evaluate the session and personal | a. Evaluate the session |  | Against | **3.1.4** | **Ending a Class,** | |  |
| performance |  |  | o Session aims and goals; |  | **Giving/Gaining** | |  |
|  |  |  | Activities; Participant |  | **Feedback** | |  |
|  |  |  | performance; Own |  |  |  |  |
|  |  |  | performance (Preparation |  |  |  |  |
|  |  |  | and Delivery); Health and |  |  |  |  |
|  |  |  | Safety |  |  |  |  |
|  | b. Amend and improve future |  | Record changes using | **3.1.4** | **Ending a Class,** | |  |
|  | session plans and own |  | appropriate format and |  | **Giving/Gaining** | |  |
|  | performance based on evaluation |  | systems |  | **Feedback** | |  |
|  | and feedback |  Identify strategies to improve | |  |  |  |  |
|  |  |  | performance |  |  |  |  |
|  |  |  Review progress on an on- | |  |  |  |  |
|  |  |  | going basis |  |  |  |  |



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| EHFA Standards EQF Level 3 Fitness and Group Fitness Instructor | 57 |

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