

1st4sport Level 2 Certificate in Gym Instructing

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 2 Certificate in Gym Instructing
Qualification Overview:	Become qualified to work as a gym instructor. This product is awarded 10 points with CIMSPA.
Qualification Code:	L2CIGI
Qualification Regulation Number:	603/5240/1
Guided Learning Hours (GLH):	45
Total Qualification Time (TQT):	230
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/11/2019
Qualification Review Date:	31/08/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to be a gym-based fitness instructor.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification is for learners who wish to become gym-based fitness instructors.

Qualification Progression

Learners could progress onto the:

- 1st4sport Level 2 NVQ Diploma in Instructing Exercise and Fitness
- 1st4sport Level 3 Certificate in Personal Training
- 1st4sport Level 3 NVQ in Personal Training
- 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport
- 1st4sport Level 3 Certificate in Supporting Physical Development and Physical Activity in the Early Years
- 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport
- 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport

Potential job roles include gym instructor; delivering gym inductions and designing health related gym programmes

Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 6 of 6 mandatory units),
- Multiple Choice Examination (in 2 of 6 mandatory units),
- Practical Demonstration/Assignment (in 6 of 6 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
H/600/9013	Anatomy and physiology for exercise	41
T/600/9016	Health, safety and welfare in a fitness environment	16
A/600/9017	Principles of exercise, fitness and health	28
M/600/9015	Know how to support clients who take part in exercise and physical activity	13
F/600/9018	Planning gym-based exercise	23
A/600/9020	Instructing gym-based exercise	37

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Anatomy and physiology for exercise
Unit Aim	This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.
Unique Unit Number	H/600/9013
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed via a multiple-choice examination paper.

Learning Outcome: 1. Understand the structure and function of the circulatory system

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Identify the location of the heart	
1.2 Describe the function of the heart	
1.3 Describe the structure of the heart	
1.4 Describe how blood moves through the four chambers of the heart 1.5	
1.5 Describe systemic and pulmonary circulation	
1.6 Describe the structure and functions of blood vessels	
1.7 Define blood pressure	
1.8 Identify blood pressure classifications	

Learning Outcome: 2. Understand the structure and function of the respiratory system

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Identify the location of the lungs	
2.2 Describe the function of the lungs	
2.3 Describe the structure of the lungs	
2.4 Identify the main muscles involved in breathing	
2.5 Describe the passage of air through the respiratory tract	
2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs	

Learning Outcome: 3. Understand the structure and function of the skeleton

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the basic functions of the skeleton	
3.2 Identify the structures of the axial skeleton	
3.3 Identify the structures of the appendicular skeleton 3.4	
3.4 Explain the classification of bones	
3.5 Explain the structure of long bone	
3.6 Explain the stages of bone growth	
3.7 Describe posture in terms of: <ul style="list-style-type: none"> • curves of the spine • Postural deviations • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy 	

Learning Outcome: 4. Understand joints in the skeleton

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Describe the classification of joints	
4.2 Describe the structure of synovial joints	
4.3 Describe the types of synovial joints and their range of motion	
4.4 Describe joint movement potential and joint actions	

Learning Outcome: 5. Understand the muscular system

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Identify the three types of muscle tissue	
5.2 Define the characteristics and functions of the three types of muscle tissue	
5.3 Describe the basic structure of skeletal muscle	
5.4 Name and locate the anterior skeletal muscles	
5.5 Name and locate the posterior skeletal muscles	
5.6 Describe the structure and function of the pelvic floor muscles	
5.7 Describe the different types of muscle action	
5.8 Identify the joint actions brought about by specific muscle group contractions	
5.9 Identify skeletal muscle fibre types and their characteristics	

Learning Outcome: 6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

Assessment Criteria The learner can:	Indicative Delivery Content
<p>6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:</p> <ul style="list-style-type: none"> • young people in the 14-16 age range • antenatal and postnatal women • older people (50 plus) 	

Learning Outcome: 7. Understand energy systems and their relation to exercise

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate	
7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise	

Learning Outcome: 8. Understand the nervous system and its relation to exercise

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Describe the role and functions of the nervous system 8.2	
8.2 Describe the principles of muscle contraction	
8.3 Describe the 'all or none law'/motor unit recruitment	
8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness	

Learning Outcome: 9. Understand the structure and function of the digestive system

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine)	
9.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved	
9.3 Explain the role of dietary fibre in the maintenance of gut function	
9.4 Explain the role of the liver and pancreas in assisting digestion	
9.5 Describe timescales for digestion	
9.6 Explain the importance of fluid in digestion	

Unit Title	Health, safety and welfare in a fitness environment
Unit Aim	This unit covers the knowledge and understanding that instructors need to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.
Unique Unit Number	T/600/9016
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks.

Learning Outcome: 1. Understand emergency procedures in a fitness environment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Identify the types of emergencies that may occur in a fitness environment	
1.2 Describe the roles that different staff and external services play during an emergency	
1.3 Explain the importance of following emergency procedures calmly and correctly	
1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people	

Learning Outcome: 2. Understand health and safety requirements in a fitness environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Outline why health and safety is important in a fitness environment	
2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment	
2.3 Describe Duty of Care and professional role boundaries in relation to role and working with special population groups	
2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation	
2.5 Describe the types of security procedures that may apply in a fitness environment	
2.6 Describe the key health and safety documents that are relevant in a fitness environment	

Learning Outcome: 3. Understand how to control risks in a fitness environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
<p>3.1 Identify possible hazards in a fitness environment, relating to:</p> <ul style="list-style-type: none"> • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene 	
3.2 Describe how to risk assess the types of possible hazards in a fitness environment i.e COSHH	
3.3 Describe how to control risks associated with hazards in a fitness environment i.e PPE, Manual Handling	
3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally	

Learning Outcome: 4. Understand how to safeguard children and vulnerable adults

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults	
4.2 Describe the responsibilities and limitations of a Gym Instructor in regard to safeguarding children and vulnerable adults	
4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual	
4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual	
4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures	
4.6 Describe the procedures to follow to protect oneself from accusations of abuse	
4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults	
4.8 Explain when it may be necessary to contact statutory agencies	
4.9 Describe how to maintain the confidentiality of information relating to possible abuse	

Unit Title	Principles of exercise, fitness and health
Unit Aim	This unit covers knowledge an instructor needs to programme safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.
Unique Unit Number	A/600/9017
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed via a multiple-choice examination paper.

Learning Outcome: 1. Understand the effects of exercise on the body

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training	
1.2 Identify the short and long-term effects of exercise on blood pressure	
1.3 Describe the “blood pooling” effect following exercise	
1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise	
1.5 Describe Delayed Onset of Muscle Soreness (DOMS)	
1.6 Identify exercises or techniques likely to cause Delayed Onset of Muscle Soreness (DOMS)	
1.7 Describe the short and long-term effects of different types of exercise on muscle	
1.8 Describe different exercises that can improve posture	

Learning Outcome: 2. Understand the components of fitness

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Define the components of health-related fitness	
2.2 Define the components of skill related fitness	
2.3 Identify the factors that affect health and skill related fitness	

Learning Outcome: 3. Understand how to apply the principles and variables of fitness to an exercise programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe the physiological implications of: <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time 	
3.2 Explain the principles of Frequency, Intensity, Time and Type (FITT)	
3.3 Explain the principles of a progressive training programme in developing components of fitness	
3.4 Explain how to recognise when and how to regress a training programme	
3.5 Explain the principles of adaptation, modification and progression for each component of Frequency, Intensity, Time and Type (FITT)	
3.6 Describe the effect of speed on posture, alignment and intensity	
3.7 Describe the effect of levers, gravity and resistance on exercise	
3.8 Describe the differences between programming exercise for physical fitness and for health benefits	

Learning Outcome: 4. Understand the Exercise contraindications and key safety guidelines for special populations

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)	
4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients	
4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)	
4.4 Describe the key safety considerations for working with disabled people	

Learning Outcome: 5. Understand how to safely monitor exercise intensity

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones 	

Learning Outcome: 6. Understand the health benefits of physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Describe the health and wellbeing benefits of physical activity	
6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> • Coronary Heart Disease • Some cancers • Type 2 Diabetes • Hypertension • Obesity • Osteoporosis 	

Learning Outcome: 7. Understand the importance of healthy eating

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Describe the UK national food model/guide	
7.2 Describe key healthy eating advice that underpins a healthy diet for the UK	
7.3 Explain the importance of adequate hydration	
7.4 Explain professional role boundaries in relation to offering nutritional advice	
7.5 Explain the dietary role of the key nutrients	
7.6 Identify the common dietary sources of the key nutrients	
7.7 Describe the energy balance equation	
7.8 Explain the health risks of poor nutrition	
7.9 Define a nutritionally balanced diet	
7.10 Explain ways a nutritionally balanced diet can support a clients healthy lifestyle	
7.11 Suggest ways to encourage clients to make good food choices	

Unit Title	Know how to support clients who take part in exercise and physical activity
Unit Aim	This unit covers the knowledge an instructor needs to provide ongoing customer service and how to support clients taking part in exercise and physical activity.
Unique Unit Number	M/600/9015
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks.

Learning Outcome: 1. Understand how to form effective working relationships with clients

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain why it's important to form effective working relationships with clients	
1.2 Explain why it's important to present oneself and the organisation positively to clients	
1.3 Describe how different communication skills can be used to assist clients with motivation	
1.4 Explain the importance of valuing equality and diversity when working with clients	
1.5 Introduction to Archon and its functionalities for working with clients	

Learning Outcome: 2. Understand how to address barriers to exercise/physical activity that clients experience

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Identify the typical barriers to exercise/physical activity that clients experience	
2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence	
2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence	
2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity	

Learning Outcome: 3. Understand how to support clients to adhere to exercise/physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation	
3.2 Describe how to assist clients to develop their own strategy for motivation and adherence	
3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity	
3.4 Describe how to set short, medium and long term SMART goals	
3.5 Describe how to set and revise short, medium and long term SMART goals	
3.6 Describe how Archon can be used to support clients understanding of their exercise/physical activity targets and aims	

Learning Outcome: 4. Understand how to provide ongoing customer service to clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Explain the importance of client care both for the client and the organisation	
4.2 Explain why it is important to deal with clients' needs to their satisfaction	
4.3 Identify where to source relevant and appropriate information to meet clients' needs e.g further products	
4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively	
4.5 Give examples of how to exceed customer expectations, when appropriate	
4.6 Explain the importance of handling client complaints positively following an organisation's procedure	
4.7 Explain how technology/ Archon can be used to provide good customer service	

Unit Title	Planning gym-based exercise
Unit Aim	This unit covers the skills and knowledge required to plan and prepare a gym-based exercise programme with apparently healthy adults - both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group.
Unique Unit Number	F/600/9018
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks.

Learning Outcome: 1. Understand how to collect client information to plan gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the process of informed consent	
1.2 Describe different methods to collect client information, including: <ul style="list-style-type: none"> • questionnaire • interview • observation • physical measurements 	
1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual	
1.4 Explain the principles of screening clients prior to gym-based exercise to include the use of the physical activity readiness questionnaire (PARQ)	
1.5 Describe how technologies/ Archon can be used to collect data to support accurate planning	

Learning Outcome: 2. Understand how to use client information to plan gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the factors, based on client screening, which may affect safe exercise participation	
2.2 Give examples of how client information affects the planning of gym-based exercise	
2.3 Identify the reasons for temporary deferral of exercise	
2.4 Explain the reasons for referring clients to other professionals	

Learning Outcome: 3. Understand how to plan gym-based exercise with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe how to plan gym-based exercise to meet the needs of clients with different objectives	
3.2 Explain why it is important to agree goals and objectives for gym-based exercise with clients	
3.3 Identify a range of exercises for individual clients to develop: <ul style="list-style-type: none"> • cardio-vascular fitness (Aerobic/Anaerobic) • muscular fitness • flexibility • motor skills • Functional Movements 	
3.4 Identify a range of cardiovascular and resistance machines, and their uses	
3.5 Describe how to plan gym-based exercise using circuit formats	

Learning Outcome: 4. Be able to collect and use client information to plan a gym-based exercise programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Use appropriate methods to collect information to plan a gym-based programme	
4.2 Check the information is accurate and up-to-date	
4.3 Identify client needs and potential and any possible risks from participation in a gym-based programme	
4.4 explain how to use data gathered to assist with the planning of gym-based exercises	
4.5 Maintain client confidentiality	

Learning Outcome: 5. Be able to plan a safe and effective gym-based exercise programme with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Agree objectives with clients appropriate to: <ul style="list-style-type: none"> • their needs and potential • accepted good practice in the industry • own level of competence 	
5.2 Select gym-based exercises that will help clients to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 	
5.3 Plan how to minimise any risks relevant to the programme	
5.4 Plan realistic timings and sequences for exercise	
5.5 Record programme plans in an appropriate format	

Unit Title	Instructing gym-based exercise
Unit Aim	This unit covers the skills and knowledge a Gym Instructor needs to instruct and supervise gym-based exercise to apparently healthy adults - both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group.
Unique Unit Number	A/600/9020
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks and practical observation.

Learning Outcome: 1. Understand how to provide gym-based exercise	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of: <ul style="list-style-type: none"> • cardio-vascular machines • resistance machines • free weights • body weight 	
1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression	
1.3 Describe how to develop client co-ordination/balance by building exercises/movements up gradually	
1.4 Describe the principles of behaviour management for group inductions	

Learning Outcome: 2. Be able to prepare self and equipment for gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Prepare self to supervise gym-based exercise	
2.2 Select equipment for gym-based programmes as appropriate to client needs	
2.3 Prepare and show the environment and equipment as appropriate to client needs	

Learning Outcome: 3. Be able to prepare clients for gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Help clients feel welcome and at ease, creating a positive environment	
3.2 Explain the purpose and value of the exercises, including warm-up and cool-down	
3.3 Describe the exercises, including their physical and technical demands	
3.4 Confirm or revise plans with clients as appropriate	
3.5 Advise clients of the facility's emergency procedures	
3.6 Use warm up activities that are safe and effective for the clients	

Learning Outcome: 4. Be able to instruct gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions)	
4.2 Communicate as appropriate to client needs and the environment	
4.3 Demonstrate the ability to work safely and effectively within a team	

Learning Outcome: 5. Be able to supervise clients undertaking gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Adopt appropriate positions to observe clients and respond to their needs	
5.2 Monitor the safety and intensity of exercise	
5.3 Provide feedback and instructing points which are timely, clear and motivational	
5.4 Adapt exercises with suitable progressions and regressions according to client needs & FITT	

Learning Outcome: 6. Be able to supervise clients undertaking gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Allow sufficient time to end the session according to clients' level of experience	
6.2 Use cool down activities that are safe and effective for the clients	
6.3 Give the clients an accurate summary of feedback on the session	
6.4 Give the clients the opportunity to: <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs • Refer clients 	
6.5 Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision	
6.6 Leave the environment in a condition acceptable for future use	

Learning Outcome: 7. Be able to reflect on providing gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Review the outcomes of working with clients and client feedback	
7.2 Identify: <ul style="list-style-type: none"> • how well the exercises met client needs • how effective and motivational the relationship with the client was • how well the instructing style matched the clients' needs • areas for development in session delivery 	
7.3 Identify how to continually improve personal practice	
7.4 Explain the value of reflective practice	
7.5 Explain how technology/ Archon can be used to effectively reflect on gym-based exercise	

Learning Outcome: 8. Be able to support clients taking part in gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Present a positive image of self, organisation and sector to clients	
8.2 Establish an effective working relationship with clients	
8.3 Communicate with clients in a way that makes them feel valued	
8.4 Use motivational styles appropriate to the client and the exercise format	

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

The recognised centre is required to ensure that the learners who are unsuccessful in any aspect of assessment are offered two opportunities to re-sit or resubmit the appropriate assessment component within their registration period.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Tutors are required to:

- holds a discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ or equivalent
- demonstrates active involvement in a process of industry relevant Continued Professional Development during the last two years.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Assessors are required to:

- holds a discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ or equivalent
- demonstrates active involvement in a process of industry relevant Continued Professional Development during the last two years.

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Internal quality assurers are required to:

- hold a discipline specific qualification equivalent to the Level 2 Award/Certificate/Diploma in Instructing Exercise and Fitness NVQ, or equivalent
- demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are: The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- a fitness suite for gym-based exercise
- A theory space which may include a classroom (for those centres which provide theory-based learning). This must contain multimedia facilities such as data projector and laptop, flip chart and pens.

This qualification is regulated by Ofqual (603/5240/1) and QiW (C00/4253/7 - Designated). This product is awarded 10 points with CIMSPA

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