



EHFA Standards & Competencies For Mapping (MAP 02):

**Fitness Instructor (EQF Level 3)
Group Fitness Instructor (EQF Level 3)
Aqua Fitness Instructor (EQF Level 3)**

Mapping of qualifications against the EHFA Standards & Competencies

You are required to review this mapping document to establish whether your qualifications align fully to the EHFA standards for Fitness Instructor, Group Fitness Instructor and/or Aqua Fitness Instructor. You should ensure that programme delivery and assessment both map to the EHFA learning outcomes and competencies.

A Programme Overview/Syllabus should be submitted with your completed Accreditation Process document (EAD 01) to identify how your programme meets the EHFA standards. You should also submit copies of your practical assessment documentation with this submission – these documents should be translated into English and will be reviewed as part of your initial application.

You will need to provide all programme delivery and assessment documentation on the accreditation visit as the evaluators will sample all areas of delivery and assessment, as well as live practical assessment. You will be required to identify which documents align to the standards and competencies shown within this document. All information provided will be treated with complete confidentiality.

EHFA Fitness Instructor, Group Fitness Instructor and Aqua Fitness Instructor

UNIT 1 - Core Knowledge

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
1.1 Components of Fitness <ul style="list-style-type: none"> • Components of health related fitness • Components of physical fitness • Factors that affect physical fitness • Relationship between physical fitness, health related exercise, sports specific exercise and health 	B1.2.2 Select and agree appropriate components of fitness and activities with the client	Apply the components of health related fitness and their function to selecting appropriate activities	<ul style="list-style-type: none"> • Components of Fitness <ul style="list-style-type: none"> ○ Cardiovascular fitness ○ Muscular strength <ul style="list-style-type: none"> ▪ Hypertrophy ○ Muscular endurance ○ Core stability ○ Flexibility ○ Body composition ○ Posture
		Identify general exercises and activities that target specific components of fitness	<ul style="list-style-type: none"> • Exercises and activities for <ul style="list-style-type: none"> ○ Cardiovascular fitness ○ Muscular strength <ul style="list-style-type: none"> ▪ Hypertrophy ○ Muscular endurance ○ Flexibility ○ Body composition
		Consider medical or injury problems identified during client assessment when selecting appropriate exercises, activities and components	<ul style="list-style-type: none"> • Contraindications for specific medical conditions or injuries
		Confirm programme reflects agreed goals	<ul style="list-style-type: none"> • Present recommendations in understandable format and language
		Provide clients with accurate information about recommended programme to agree commitment	<ul style="list-style-type: none"> • 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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<p>1.2 Principles of Training</p> <ul style="list-style-type: none"> Principles of training How the principles of training apply to each component of physical fitness 	<p>B1.2.3 Integrate the principles of training</p>	<p>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</p>	<ul style="list-style-type: none"> Principles of Training <ul style="list-style-type: none"> Frequency, intensity, time, type Overload, progression, adaptation, recovery, specificity, reversibility Session phases Resources Scheduling Programme types Exercise modes to suit client needs, fitness levels abilities, likes, available time and available resources Incorporating the development of: <ul style="list-style-type: none"> Cardiovascular fitness Muscular strength Muscular endurance Flexibility Body composition Determining and varying modality and intensity of exercise Develop integrated activity plan Identify resources Allocating resources Aligning training Principles of training Session phase Programme types Categories of clients <ul style="list-style-type: none"> Experienced/ inexperienced Active/inactive

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1.3 Bones and Joints <ul style="list-style-type: none"> • Major bones and joints (see annex 1 in EHFA Assessment Strategy) • Structure & function of the skeleton • Structure & function of the spine, to include recognition of normal range of movement • Stages of bone growth and the effect of exercise on bones & joints • Basic types of bones & joints • Basic structure of synovial joints and short term effects of exercise on them 	B1.2.4 Integrate exercise science to the design of the programme	Apply the knowledge of the musculo-skeletal system to programme design	<ul style="list-style-type: none"> • Musculo-skeletal structure <ul style="list-style-type: none"> ○ Components ○ Muscles, bones, joints, ligaments and tendons ○ Function ○ Types <ul style="list-style-type: none"> ▪ Muscles, bones and joints ○ Locations ○ Action ○ Directional and anatomical terminology • Muscle physiology <ul style="list-style-type: none"> ○ Structure ○ Contraction ○ Muscle Groups • Postural abnormalities • Physiological adaptations to exercise • Measuring exercise response • Exercise risks
		Apply the knowledge of the biomechanical concepts as they relate to movement and exercise to programme design	<ul style="list-style-type: none"> • Biomechanical concepts <ul style="list-style-type: none"> ○ Centre of gravity ○ Stability ○ Momentum ○ Inertia ○ Alignment ○ Levers ○ Torque ○ Base of support ○ Balance • Resistance training equipment <ul style="list-style-type: none"> ○ Resistance ○ Force ○ Axis ○ Variable resistance • Exercise intensity • Exercise safety and contraindications

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<p>Students should know and understand the following</p> <p>1.4 Muscles and Muscle Actions</p> <ul style="list-style-type: none"> • Voluntary, involuntary and cardiac muscle • Basic structure of muscles including muscle fibres, actin & myosin and their role in muscle contraction • Muscle fibre types • Muscle fibre recruitment (all or none theory) • Principles of muscular contraction, for example - <i>muscles cross joints, muscles only pull and contract along the line of fibres</i> • Basic muscle contraction, for example - <i>concentric/eccentric (isotonic)/isometric (static), agonist (prime mover), antagonist and fixators</i> • Major muscle groups of the body (see annex 1 in EHFA Assessment Strategy) • Joints crossed by muscle groups • Principle of paired muscle action • Joint actions brought about by specific muscle group contractions 	<p>B1.2.4</p> <p>Integrate exercise science to the design of the programme</p>	<p>Students should be able to demonstrate the following skills</p> <p>Apply the knowledge of the musculo-skeletal system to programme design</p> <p>Apply the knowledge of the biomechanical concepts as they relate to movement and exercise to programme design</p>	<p>Students should be able to cover the following range</p> <ul style="list-style-type: none"> • Musculo-skeletal structure <ul style="list-style-type: none"> ○ Components ○ Muscles, bones, joints, ligaments and tendons ○ Function ○ Types <ul style="list-style-type: none"> ▪ Muscles, bones and joints ○ Locations ○ Action ○ Directional and anatomical terminology • Muscle physiology <ul style="list-style-type: none"> ○ Structure ○ Contraction ○ Muscle Groups • Postural abnormalities • Physiological adaptations to exercise • Measuring exercise response • Exercise risks • Biomechanical concepts <ul style="list-style-type: none"> ○ Centre of gravity ○ Stability ○ Momentum ○ Inertia ○ Alignment ○ Levers ○ Torque ○ Base of support ○ Balance • Resistance training equipment <ul style="list-style-type: none"> ○ Resistance ○ Force ○ Axis ○ Variable resistance • Exercise intensity • Exercise safety and contraindications

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>1.5 Heart, Lungs, Circulation and Energy Systems</p> <ul style="list-style-type: none"> • Passage of oxygen through nose, mouth, windpipe and air sacs • Gaseous exchange and how oxygen travels to the muscles via the blood • Action of the diaphragm and the basic mechanics of breathing • Basic structure and function of the heart • The link between the heart, the lungs and the muscles • Structure and function of arteries, veins, capillaries and mitochondria • Blood pressure and effect of exercise on blood pressure • Short and long term effects of exercise on the heart, lungs and circulatory system • Role of adenosine di-phosphate (ADP), adenosine tri-phosphate (ATP) and creatine phosphate in energy production • The aerobic/anaerobic pathways to reform ATP (lactic acid and oxygen) • 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 	<p>B1.2.4</p> <p>Integrate exercise science to the design of the programme</p>	<p>Apply the knowledge of the cardio-respiratory system and energy systems to programme design</p>	<ul style="list-style-type: none"> • Structure and function of the cardio-respiratory system • Cardiac cycle • Transport and gaseous exchange • Aerobic and anaerobic systems <ul style="list-style-type: none"> ○ Processes, function and metabolic products • Heart rate response to exercise <ul style="list-style-type: none"> ○ Long term and short term ○ Measurement of heart rate response • Oxygen demands of different activities • Physiological adaptations to exercise

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<ul style="list-style-type: none"> • Role of intensity, time and individual fitness levels in determining which energy system is used predominantly during exercise • Ability of the body to burn fat throughout a range of intensities • Muscle fibre types used in aerobic and anaerobic work 			
<p>1.6 Muscular Strength & Endurance</p> <ul style="list-style-type: none"> • The muscular strength and endurance (MSE) continuum • Health related benefits of MSE training and factors affecting an individual's ability to achieve an MSE training effect • Physiological, health related changes that occur as a result of MSE training • Isotonic and isometric work and their relationship to health related fitness • F.I.T.T.A (frequency, intensity, time, type, adherence) and the overload principle applied to MSE • The need for a balanced whole body approach • Activities that will achieve an MSE training effect 	Refer to Gym, Exercise to Music or Aqua as required		

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>1.7 Aerobic Theory</p> <ul style="list-style-type: none"> • The aerobic/anaerobic continuum • Benefits of aerobic training and factors affecting an individual's ability to achieve an aerobic training effect • Physiological, health related changes that occur as a result of aerobic training • Characteristics of aerobic and anaerobic activities for example: <i>running, walking, sprinting, jumping</i> • F.I.T.T.A (frequency, intensity, time, type, adherence) and the overload principle applied to aerobic training • Structure of the aerobic component within a health related exercise session, to include - re-warm, peak and warm down 	Refer to Gym, Exercise to Music or Aqua as required		
<p>1.8 Stretch Theory</p> <ul style="list-style-type: none"> • The range of movement continuum • Benefits of stretching and factors affecting an individual's potential range of movement • Physiological, health related changes that occur as a result of stretching • Different types of stretching (dynamic and static) • Different methods of stretching (active & passive) 	Refer to Gym, Exercise to Music or Aqua as required		

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<ul style="list-style-type: none"> • Stretch reflex, desensitisation and lengthening of muscle tissue (muscle creep) • F.I.T.T.A. (frequency, intensity, time, type, adherence) and the overload principle applied to stretching • The need for a balanced whole body approach • Activities that improve range of movement 			
1.9 Body Composition <ul style="list-style-type: none"> • Composition of the human body • Factors affecting body composition • Basic types of body composition measurement 	Refer to Gym, Exercise to Music or Aqua as required		
1.10 Safe and Effective Exercise <ul style="list-style-type: none"> • The following and their relationship to safe exercise: <i>individual fitness level, individual range of movement, body type, comfort of position, temperature, speed of activity, stability of position, skeletal alignment, previous injury</i> • Methods of reducing the risks associated with potentially unsafe exercise 	B1.2.4 Integrate exercise science to the design of the programme	Apply the knowledge of related physiological concepts to programme design	<ul style="list-style-type: none"> • Over training • Effects of various environmental conditions on exercise response <ul style="list-style-type: none"> ○ Temperature ○ Altitude ○ Pollution • Effects of various individual factors on exercise response <ul style="list-style-type: none"> ○ Hydration ○ Performance enhancing substances ○ Alcohol, smoking and recreational drugs ○ Gender ○ Age ○ Genetic factors ○ Body type ○ Pregnancy

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
1.11 Monitoring Exercise Intensity <ul style="list-style-type: none"> • Methods of monitoring exercise intensity, to include: <i>heart rate monitoring (manually), rate of perceived exertion (RPE), talk test, with the advantages & disadvantages of each method</i> • Personal maximum heart rate 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 	Refer to Gym, Exercise to Music or Aqua as required		
1.12 Warm Up <ul style="list-style-type: none"> • Reasons for warming up • Physiological effect of a warm up • Types of warm up activity • Warm up structure • Factors affecting the structure of a warm up • Specificity in relation to warm ups 	Refer to Gym, Exercise to Music or Aqua as required	Prepare the clients physically for the session using safe and effective warm ups	Using exercises appropriate to the session
1.13 Cool Down <ul style="list-style-type: none"> • Reasons for cooling down • Types of cool down activity • Cool down structure • Physiological effect of a cool down • Factors affecting the structure of a cool down • Specificity in relation to cool downs 	Refer to Gym, Exercise to Music or Aqua as required	End the session, including the use of cool down activities that are safe and effective for the clients	Using cool down activities appropriate to the session

<p>1.14 Progression</p> <ul style="list-style-type: none"> • Physiological changes resulting from a progressive programme • Progressive changes that can be made to achieve overload, to include: <i>frequency, intensity, time, type, adherence, rate, resistance, repetitions, rest and range of movement</i> 	<p>Refer to Gym, Exercise to Music or Aqua as required</p>	<p>Understand the importance of progressive fitness advice and how to offer it in a gym based exercise session</p>	
<p>1.15 Modification of Exercise – Alternatives/ Adaptation</p> <ul style="list-style-type: none"> • Alternatives and adaptations, relevant to group and individual needs 	<p>Refer to Gym, Exercise to Music or Aqua as required</p>		

UNIT 2 – Fitness Instructor

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
2.1 Session Structure and Teaching Skills <ul style="list-style-type: none"> • Structure of a gym • Skills of a safe and effective gym instructor 	To include: <ul style="list-style-type: none"> • Warm up • Cardiovascular Training • Resistance Training • Cool down 		
2.2 Resistance Machine Lifts (including warm up) <ul style="list-style-type: none"> • Resistance training terms and definitions • Correct technique for using resistance machines • Variables appropriate to each machine (seat height, point of pivot) • Primary and secondary (where relevant) muscle groups involved in each exercise • Identification of multiple or single joint exercise and suitability of each for beginner clients • Types of warm up relevant to resistance training 	To include: <ul style="list-style-type: none"> • Leg press • Bench press • Seated chest press • Leg extension • Leg curl • Seated shoulder press, • Seated pulley row • Biceps curl • Upright row • Triceps pushdown • Pull down to the chest • Pec dec • Total hip, or • Seated abduction • Seated adduction 	Provide safe and effective use of a range of fixed resistance exercises	<ul style="list-style-type: none"> • Resistance <ul style="list-style-type: none"> ○ Resistance machines ○ Pin loaded systems (lever systems, variable resistance systems, pulley systems and cam systems) ○ Hydraulic systems ○ Air braked systems
2.3 Cardiovascular (CV) Machines <ul style="list-style-type: none"> • Correct technique for using CV machines • Variables appropriate to each machine and adaptations that may be required to allow for individual differences 	To include: <ul style="list-style-type: none"> • Treadmill • Rower • Stepper • Upright bike • Recumbent bike • Elliptical/Cross trainer 	Provide safe and effective use of a range of cardio vascular exercises	<ul style="list-style-type: none"> • Cardiovascular <ul style="list-style-type: none"> ○ Upright cycle ○ Recumbent cycle ○ Treadmill ○ Stepper ○ Rowing machine ○ Elliptical/ cross trainer

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
<p>Students should know and understand the following</p> <p>2.4 Planning a Gym Session</p> <ul style="list-style-type: none"> • National legal responsibilities of a fitness instructor • Ethical requirements of the teaching role as stated in the national health and fitness code of ethics (or EREPs code of ethics) • How to identify status of participants relative to screening information • How to identify alternatives and adaptations • Appropriate health & safety checks relevant to the exercise environment, equipment used and participants • Information required to respond appropriately to a medical emergency • Appropriate lesson planning for the planned activity 	<p>B1.4.1 Plan and prepare for an exercise session</p>	<p>Students should be able to demonstrate the following skills</p> <p>Collect, record and analyse accurate information about the facility and the clients</p> <p>Set aims and objectives for the session in line with the needs of the clients and the overall programme</p>	<p>Students should be able to cover the following range</p> <ul style="list-style-type: none"> • The facility <ul style="list-style-type: none"> ○ Size ○ Access ○ Equipment • Expected participants <ul style="list-style-type: none"> ○ Number ○ Fitness level ○ Skill level ○ Health history ○ Aims of the client's programme • Exercise goals • Components of fitness • Client needs • Category of clients • Stage of fitness <ul style="list-style-type: none"> ○ Beginner ○ Intermediate ○ Advanced ○ Injury and medical status ○ Experienced/ inexperienced

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills Design the exercise session	Students should be able to cover the following range Exercise sessions <ul style="list-style-type: none"> • Gym-based <ul style="list-style-type: none"> ○ Resistance Training ○ Resistance machines ○ Free weights ○ Cardio Vascular Training • Appropriate to phase and goals of the session • Appropriate to abilities of clients
		Select modes of exercise within sessions	Taking into account <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength <ul style="list-style-type: none"> ○ Hypertrophy • Muscular endurance • Flexibility • Body composition
		Select activities and exercises for the session	Taking into account <ul style="list-style-type: none"> • Client's fitness levels and targets • Fitness level and exercise precautions • Types of training • Types of program • Specific fitness outcome
		Apply principles of training	Taking into account exercise variables <ul style="list-style-type: none"> • Repetitions • Sets • Workload • Intensity • Training frequency • Workout time • Exercise order • Speed of movement • Range of movement

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
2.5 Free Weights (Standing) <ul style="list-style-type: none"> • Correct technique for standing free weight lifts • Primary and secondary (where relevant) muscle groups involved in each exercise • Identification of multiple or single joint exercise and suitability of each for beginners • Adaptations that may be required to allow for individual differences 	To include: <ul style="list-style-type: none"> • Dead lift • Upright row • Bicep curl • Dumbbell lateral raise • Dumbbell front raise • Back squat • Front squat • Leg lunge • Shoulder press • Dumbbell curl 	Write basic aerobic, cardiovascular, stretching, body fat reduction, muscle endurance, strength, and hypertrophy programs at a level appropriate to the fitness level of each client	
		Plan timings and sequences for the session	<ul style="list-style-type: none"> • Effective balance of <ul style="list-style-type: none"> ○ instruction ○ activity ○ discussion
		Plan sufficient recovery time between training sets	
		Write a fitness plan for the client	
		Record the plans on a suitable programme/ session card	
		Ensure access to appropriate resources	<ul style="list-style-type: none"> • Facility • Equipment
		Prepare equipment and facilities for the session ensuring compliance with industry and national guidelines for normal operating procedures	<ul style="list-style-type: none"> • Select appropriate equipment • Check equipment in good working order • Ensure sufficient space and appropriate layout for safe exercise • Ensure appropriate temperature and ventilation
		Provide safe and effective use of free weight exercises	<ul style="list-style-type: none"> • Resistance <ul style="list-style-type: none"> ○ Weights ○ Barbells ○ Dumbbells ○ Collars ○ Benches ○ Mats
		Use a spotter for appropriate exercises including squats and bench	

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>2.6 Information Gathering, Screening and Informed Consent</p> <ul style="list-style-type: none"> The importance of gathering information prior to the start of the session, to include: <i>reasons for screening, 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, fitness level, skill level</i> 	<p>B1.1.1 Collect information about the client</p>	Identify the information which is to be collected	<ul style="list-style-type: none"> Client personal goals and expectations Medical, health and exercise history Attitude and motivation Exercise preferences Level of fitness
		Check experience and conduct a pre activity screening	<ul style="list-style-type: none"> Questioning PAR-Q
	<p>B1.1.5 Where necessary refer the client to a more appropriate professional</p>	Understand and apply guidelines for referral	<ul style="list-style-type: none"> Industry guidelines Facility guidelines National guidelines
		Refer client to appropriate professional	<ul style="list-style-type: none"> Standard criteria for referral Professionals for referral A more experienced exercise professional
		Obtain informed consent	<ul style="list-style-type: none"> Source and administer standard approved informed consent documents
		Demonstrate effective communication and interpersonal skills when greeting client and during the collection of client information	<ul style="list-style-type: none"> Courtesy Interview technique Use of open, closed and probing questions Listening Motivate the client Sensitivity Discretion Empathise with the client Gain the confidence of the client Non-judgemental manner Respect the individuality of the client Self-evaluation

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
	B1.1.2 Record information	Record information in an effective manner	<ul style="list-style-type: none"> • Accuracy • Interview data • Questionnaire results
		Apply basic IT /admin skills to filing and maintaining records	<ul style="list-style-type: none"> • Accuracy • Facilitate analysis • Maintain clients confidentiality • In a standard format to be used and understood by other professionals • In language understood by other professionals • Use of different IT packages • Filing systems
	B1.4.2 Prepare clients for the session	Explain the aim and demands of the session	<ul style="list-style-type: none"> • Provide clients with clear information about <ul style="list-style-type: none"> ○ Activities ○ Sessions • Exercises
		Describe to the client the anticipated physiological adaptations that the body makes in response to the specified resistance training	
		Ensure clients have appropriate footwear and clothing	<ul style="list-style-type: none"> • For specific session <ul style="list-style-type: none"> ○ Gym based
2.7 Free Weights (Bench) <ul style="list-style-type: none"> • Correct technique for bench free weight lifts • Safe and effective lifting and passing of the weights • Adaptations they may be required to allow for individual differences 	To include: <ul style="list-style-type: none"> • Bench press (flat/incline) • Lying triceps extension • Single arm row • Bent arm pull over • Supine dumbbell flyes (flat/incline) • Dumbbell chest press • Dumbbell prone flyes or prone row 	Provide safe and effective use of free weight exercises	<ul style="list-style-type: none"> ○ Weights ○ Barbells ○ Dumbbells ○ Collars ○ Benches ○ Mats

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Use a spotter for appropriate exercises including squats and bench	
		Provide clients with clear information	About <ul style="list-style-type: none"> ○ Activities ○ Sessions ○ Exercises
2.8 Teaching Methodology for Resistance training <ul style="list-style-type: none"> • How to demonstrate and teach resistance training exercises. For example: <ol style="list-style-type: none"> a. Name the exercise b. Name the general area of the body c. Name the main muscle/muscle group used (prime mover) d. Perform a silent demonstration of the exercise if required (optional) e. Explain the demonstration f. Teach into position giving key teaching points <p>This should include: <i>change of teaching position, individual feedback, questioning, individual correction, and adaptation</i></p>	B1.4.3 Teach clients planned activities for the session	Utilise appropriate teaching methods and skills	Communication <ul style="list-style-type: none"> • Verbal – clear concise specific audible • Using understandable terminology • Non verbal – demonstration • Group or individual management skills • Creativity and improvisation
		Ensure appropriate positioning of clients	<ul style="list-style-type: none"> • Appropriate space between clients to allow instructor-client observation • To ensure safety
		Assess client performance	<ul style="list-style-type: none"> • Identify errors • Client feedback
		Correct and improve client performance	<ul style="list-style-type: none"> • Correct technique • Provide instructing points • Feedback • Encouragement • Reinforcement

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		Utilise the principle of reinforcement	
		Ensure explanations and demonstrations are technically correct, observable, relevant, safe and appropriate to the clients	<ul style="list-style-type: none"> • Range of alternative exercises • How to break exercise movements down into their components • How to develop clients co-ordination by building up exercise movements gradually • Instructor technique • Instructor position • Appropriate to category participant
		Adapt activities during the session	Due to: <ul style="list-style-type: none"> • Numbers • Clients needs and abilities • Equipment • Facility • Weather
		Ensure clients carry out activities in a safe manner	<ul style="list-style-type: none"> • Technically correct • Safe and effective alignment of exercises • Appropriate to clients needs and abilities
		Ensure all phases of the session plan are delivered safely and effectively within time constraints	Time management
		Ensure clients understanding of explanations and instructions	Give opportunity for feedback
		Use of motivational strategies	

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2.9 Ending a Session, Evaluation and Feedback <ul style="list-style-type: none"> • How to give feedback to participants regarding their performance • How to gather information from participants to improve personal performance • How to identify other sources of feedback to include: <i>managers, coordinators, colleagues</i> • How to use appropriate questions to gain relevant information • How to evaluate own performance against assessment criteria • How to ensure that participants leave safely • The importance of putting equipment away and with basic risk assessment for future use • The importance of leaving the environment in safe condition for future use • Methods of informing participants of time, location and content of further sessions 	B1.4.4 Evaluate the session and personal performance	End the session, including the use of cool down activities that are safe and effective for the clients	<ul style="list-style-type: none"> • Using cool down activities appropriate to the session • Close the session on time • Give clients opportunity to ask questions and provide feedback • Provide feedback to clients on performance and future sessions • Supervise clients departure
		Evaluate the session	Against: <ul style="list-style-type: none"> • Session aims • Goals • Activities • Client performance • Own performance <ul style="list-style-type: none"> ○ Preparation ○ Delivery • Health and Safety
		Amend and improve future session plans and own performance based on evaluation and feedback	<ul style="list-style-type: none"> • Record changes using appropriate format and systems • Identify strategies to improve performance • Review progress on an ongoing basis
2.10 Health and Safety/ Dealing with Accidents and Emergencies <ul style="list-style-type: none"> • National health and safety procedures in the working environment (risk assessment) • Methods for dealing with emergencies and calling outside services if required 	B1.3.1 Assess and minimise risk within the exercise setting	Demonstrate a duty of care to clients	<ul style="list-style-type: none"> • Client safety and wellbeing • Legal responsibilities • Compliance with national health and safety policies • Ethics and professional conduct

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Identify likely hazards in the exercise setting and programme and assess the risks of these hazards	<ul style="list-style-type: none"> • Environment factors which can affect the health and safety of the instructor and client <ul style="list-style-type: none"> ○ Premises ○ Equipment ○ Staff ○ Customers • Behaviour, attitudes, needs • Operations between staff, client, equipment and premises • Activities in the programme • Other activities happening at the same time • Client assessment methods
		Implement risk management procedures required to minimise risk within the exercise setting	<ul style="list-style-type: none"> • Systems for identifying, assessing, reviewing and minimising risk • Systems for logging action • Systems for informing staff of risk management procedures and health and safety 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 <ul style="list-style-type: none"> ○ Free weights ○ Machines ○ Gym ○ Sound system ○ Surfaces

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Maintenance of equipment	<ul style="list-style-type: none"> • The safe storage of free weight equipment • Cleaning • What to look for when checking equipment • Safe manual handling techniques • Maintaining records of work undertaken
	B1.3.2 Deal with accidents and Emergencies	Deal effectively with injuries and signs of illness	<ul style="list-style-type: none"> • Client Monitoring • Symptoms of distress, illness or injury • Categories of injuries
		Follow appropriate emergency procedures efficiently	Emergency Action Plan
	B1.3.3 Ensure compliance with appropriate legislative requirements	Ensure appropriate licenses are in place	<ul style="list-style-type: none"> • Music • Products • Broadcasting • Public performance • Public liability • Personal indemnity
2.11 Methods of Resistance Training <ul style="list-style-type: none"> • A variety of resistance training methods/ systems • The value of these to individual participants 	To include: <ul style="list-style-type: none"> • Pyramid • Circuit • Super setting 		

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
2.12 Customer Service <ul style="list-style-type: none"> • Definition of the exercise customer • Basic principles of customer care • Methods and practices which contribute to effective customer care • Skills of effective customer care, to include: <i>communication, body language, negotiation</i> 	B1.7.1 Liaise with associated professionals relevant to the role of the fitness instructor	Source the associated professionals relevant to the role of the fitness instructor in your area	<ul style="list-style-type: none"> • Doctor/medical Practitioner • Physiotherapist
		Employ standard criteria for referral and communication	<ul style="list-style-type: none"> • Agreeing common objectives • Standard criteria for referral <ul style="list-style-type: none"> ◦ Industry ◦ Professional associations • Criteria for receiving clients • Handling disagreements with other professionals
		Consult with associated professionals on proposed assessment methods, exercise plan and activities and seek feedback	<ul style="list-style-type: none"> • Varied methods of communicating with associated professionals • Advice on exercise plan and activities • Receive feedback and recommendations from associated professionals
		Follow agreed roles and responsibilities	<ul style="list-style-type: none"> • National and industry standards • Professional boundaries • Codes of ethics for working with others • Working within own competence • Client confidentiality • Data protection
2.13 Methods of Cardio Respiratory Training <ul style="list-style-type: none"> • A variety of cardio respiratory training methods and their value according to participant needs 	To include: <ul style="list-style-type: none"> • Interval training • Fartlek training 		
Ensure client understands instructor's role and responsibilities in relation to associated professionals that the client has been attending or instructor proposes to refer client to	<ul style="list-style-type: none"> • Acknowledge own limitations • Respect the expertise and responsibilities of other associated professionals 		

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
2.14 Safe Progressive Exercise Planning <ul style="list-style-type: none"> How to progress exercises over a period of time to achieve physiological changes Progressive changes that can be made to achieve overload, to include: <i>frequency, intensity, time, type, adherence, principles of training such as specificity, progressive overload, and reversibility</i> 	B1.6.1 Review and modify the programme as appropriate to client progress	Obtain feedback from client on progress with the programme following initial induction to the programme	<ul style="list-style-type: none"> Varied techniques to obtain feedback <ul style="list-style-type: none"> Instructor observation of client performance Frequent reviews to determine <ul style="list-style-type: none"> Client perception of personal progress Client satisfaction with programme
		Modify programme according to client progress following initial induction to the programme	<ul style="list-style-type: none"> According to: <ul style="list-style-type: none"> Individual activities Exercise intensity Client goals Changes in circumstances Incorporating: <ul style="list-style-type: none"> Principles of training Knowledge of health related components of fitness Knowledge of exercise anatomy, physiology and biomechanics Record modifications
		Give feedback to client based on review	<ul style="list-style-type: none"> Timely Positive Relevant to goals
	B1.6.2 Monitor, evaluate and adjust programmes for individuals and groups	Review client goals based on results	
		Revise programme based on results and revised goals	

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>2.15 Promoting Activity for Health</p> <ul style="list-style-type: none"> • Cardio respiratory, muscular and flexibility related benefits of physical activity and the significance of these benefits in reducing risk of disease • Exercise prescription for health, well being and physical fitness • Appropriate exercise activity required for health benefits and fitness benefits, for example: <i>Health = 30mins per day (cumulative) 5 times per week, moderate intensity</i> <i>Fitness = 20 minutes per day (non stop) 3 times per week, vigorous intensity</i> • Motivators and barriers to exercise participation • Agencies involved in promoting activity for health in your home country • How to promote a healthy lifestyle, to include: <i>nutrition, other opportunities for physical activity in everyday life, and smoking cessation</i> 	<p>B1.5.1 Identify clients incentives and barriers to participate in exercise</p>	<p>Recognise factors that encourage clients to participate in exercise and barriers to exercise</p>	<ul style="list-style-type: none"> • Theoretical models • Influencing factors <ul style="list-style-type: none"> ○ Category of client ○ Stage of fitness ○ Personal ○ Programme ○ Environmental ○ Social
	<p>B1.5.2 Develop and apply strategies to motivate clients to join and adhere to an exercise programme</p>	<p>Define own role and client role and responsibilities with client and those of other staff and professionals involved in the programme</p>	<ul style="list-style-type: none"> • Codes of practice, ethics etc • Client understanding of own responsibilities • Client understanding of instructor's role and limitations in providing assistance • Developing client instructor relationship • Progressing and adapting relationship according to needs of clients <ul style="list-style-type: none"> ○ Level of assistance ○ Instructor personal qualities
		<p>Match instructor qualities to client needs</p>	<ul style="list-style-type: none"> • Instructor – client relationship • Task oriented instructional style
		<p>Educate clients on the components of a healthy lifestyle and the health implications for each component</p>	<ul style="list-style-type: none"> • Nutrition • Smoking • Alcohol • Relaxation • Stress management • Physical activity outside the gym • Active lifestyle • Posture • Effects on health and wellbeing

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
	B1.5.3 Inform clients of the benefits of a healthy lifestyle	Provide clients with accurate information about recommended amount of physical activity required to achieve health benefits	<ul style="list-style-type: none"> • Recommended guidelines from appropriate national or international authorities <ul style="list-style-type: none"> ○ Professional associations ○ Industry standards • Limitations on the level or amount of information provided by instructor
		Provide clients with accurate information on principles of nutrition and weight management	<ul style="list-style-type: none"> • Energy balance and body composition • Energy requirement for different levels of activity
		Provide clients with accurate information on stress management	
2.16 Body Awareness and Exercise Technique <ul style="list-style-type: none"> • The importance of the teacher being a role model in exercise performance • A range of activities that illustrate an awareness of technique 	To include: <ul style="list-style-type: none"> • Posture • Alignment • Control of static and dynamic movement • Exploring the potential for full range movement • Spatial awareness 		

UNIT 3 – Group Fitness Instructor

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
3.1 Session Structure and teaching skills <ul style="list-style-type: none"> • Structure of an Exercise to Music class • The skills of an effective exercise to music teacher 	To include: <ul style="list-style-type: none"> • Warm up • Main activity • Cool down 		
3.2 Introduction to Exercise to Music <ul style="list-style-type: none"> • Basic Exercise to Music (ETM) terms and definitions • Basic ETM moves • Ways to vary the basic moves e.g. planal (movement on three planes) and directional changes • Transitions and linking exercises • Importance of teacher's own movement quality - for example, precise and strong moves 		How to develop participants co-ordination by building exercise/movements up gradually	
3.3 Music and Choreography <ul style="list-style-type: none"> • Advantages and disadvantages of using music • Slow and fast beat and beats per minute • Appropriate music, speed, beat, and rhythm for different components of an ETM class • Music phrasing for exercise movement (32 count phrasing), and how to work to the beat and phrase • National legal requirements and responsibilities relating to the use of music 		Effective methods of building combinations of movements, including: chorus/verse, 32 count phrasing, add on choreography	<ul style="list-style-type: none"> • Visual and verbal cueing with variety • Visual previewing • Verbal communication <ul style="list-style-type: none"> ○ Encouragement ○ Voice clarity ○ Pitch ○ Modulation • Body language • Mirror imaging • Pre-cueing

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
<p>Students should know and understand the following</p> <ul style="list-style-type: none"> The different ways music can be used, to include: <i>Background, planned, choreographed, add on</i> Repeating patterns in the music, to include: <i>verse, chorus and instrumental</i> Advantages and disadvantages of working with repeating patterns 	<p>Students should be able to demonstrate the following competencies</p>	<p>Students should be able to demonstrate the following skills</p>	<p>Students should be able to cover the following range</p>
<p>3.4 Planning an Exercise to Music Session</p> <ul style="list-style-type: none"> National legal responsibilities of a fitness instructor Ethical requirements of the teaching role as stated in the national health and fitness code of ethics (or EREPs Code of Ethics) How to identify status of participants relative to screening information How to identify alternatives and adaptations Appropriate health and safety checks (environment, participants and equipment) Information required to respond appropriately to a medical emergency Appropriate lesson planning for the planned activity 	<p>B1.4.1/B1.4.1E Plan and prepare for an exercise session</p>	<p>Collect, record and analyse accurate information about the facility and the clients</p> <p>Set aims and objectives for the session in line with the needs of the clients and the overall programme</p>	<ul style="list-style-type: none"> The facility <ul style="list-style-type: none"> Size Access Equipment Expected participants <ul style="list-style-type: none"> Number Fitness level Skill level Health history Aims of the client's programme Exercise goals Components of fitness Client needs Category of clients Stage of fitness <ul style="list-style-type: none"> Beginner Intermediate Advanced Injury and medical status Experienced/ inexperienced

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Design the exercise session	Exercise Sessions <ul style="list-style-type: none"> • Aerobics • Step • Circuit training • Body conditioning • Stretch conditioning • Appropriate to phase and goals of the session • Appropriate to abilities of clients
		Select and use suitable type of music for participants and relevant to the activity	<ul style="list-style-type: none"> • Appropriate to activity • The effect of speed on posture, alignment and intensity • How to structure music beats and phrases • Suitability of speed and type of music for the participants and section of the class • Legalities of the use of music • Use of tapes/CDs and effective cueing
		Select modes of exercise within sessions	Taking into account <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength <ul style="list-style-type: none"> ○ Hypertrophy • Muscular endurance • Flexibility • Body composition
		Select activities and exercises for the session	Taking into account <ul style="list-style-type: none"> • Client's fitness levels and targets • Fitness level and exercise precautions • Types of training • Types of program • Specific fitness outcome

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Apply principles of training	Taking into account exercise variables <ul style="list-style-type: none"> • Repetitions • Sets • Workload • Intensity • Training frequency • Workout time • Exercise order • Speed of movement • Range of movement
		Provide a written breakdown of the required music for session	
		Plan timings and sequences for the session	<ul style="list-style-type: none"> • Effective balance of <ul style="list-style-type: none"> ○ instruction ○ activity ○ discussion
		Record the plans on a suitable programme/ session plan	
		Ensure access to appropriate resources	<ul style="list-style-type: none"> • Facility • Musical equipment • Dumbbells/Barbells/Body Bars • Bands and tubing • Mats
		Prepare equipment and facilities for the session ensuring compliance with industry and national guidelines for normal operating procedures	<ul style="list-style-type: none"> • Select appropriate equipment • Check equipment in good working order • Ensure sufficient space and appropriate layout for safe exercise • Ensure appropriate temperature and ventilation

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
3.5 Guidelines to Teaching <ul style="list-style-type: none"> Different forms of communication and their use in teaching exercise to music, to include: <ul style="list-style-type: none"> <i>use of visual cues (body language), use of verbal cues/precise explanations, use of voice projection, use of teaching points, change of teaching position, observation from different angles, visual previews/rehearsals, asking for feedback, correction of individuals</i> 	B1.4.3E Teach clients planned activities for the session	Provide effective cueing	<ul style="list-style-type: none"> Visual Verbal
		Use volume and pitch of the voice effectively relative to the music	
		Work to the beat and phrase of music	
		Utilise appropriate teaching methods and skills	Communication <ul style="list-style-type: none"> Verbal – clear concise specific audible Using understandable terminology Non verbal – demonstration Group or individual management skills Creativity and improvisation
		Ensure appropriate positioning of clients	<ul style="list-style-type: none"> Appropriate space between clients to allow instructor-client observation To ensure safety
		Assess client performance	<ul style="list-style-type: none"> Identify errors Client feedback
		Correct and improve client performance	<ul style="list-style-type: none"> Correct technique Provide instructing points Feedback Encouragement Reinforcement
		Utilise the principle of reinforcement Ensure explanations and demonstrations are technically correct, observable, relevant, safe and appropriate to the clients	<ul style="list-style-type: none"> Range of alternative exercises How to break exercise movements down into their components How to develop clients co-ordination by building up exercise movements gradually Instructor technique Instructor position Appropriate to category of participant

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
3.6 Ending a Session – Evaluation and Feedback <ul style="list-style-type: none"> • How to give feedback to participants regarding their performance • How to gather information from participants to improve personal performance • How to identify other sources of feedback, to include: <i>managers, coordinators, colleagues</i> • How to use appropriate questions to gain relevant information • How to evaluate own performance against assessment criteria • How to ensure participants leave safely 	B1.4.4/B1.4.4E Evaluate the session and personal performance	Adapt activities during the session	Due to: <ul style="list-style-type: none"> • Numbers • Clients needs and abilities • Equipment • Facility • Weather
		Ensure clients carry out activities in a safe manner	<ul style="list-style-type: none"> • Technically correct • Safe and effective alignment of exercises • Appropriate to clients needs and abilities
		Ensure all phases of the session plan are delivered safely and effectively within time constraints	Time management
		Ensure clients understanding of explanations and instructions	Give opportunity for feedback
		Use of motivational strategies	
		End the session, including the use of cool down activities that are safe and effective for the clients	<ul style="list-style-type: none"> • Using cool down activities appropriate to the session • Close the session on time • Give clients opportunity to ask questions and provide feedback • Provide feedback to clients on performance and future sessions • Supervise clients departure

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
<p>Students should know and understand the following</p> <ul style="list-style-type: none"> • The importance of putting equipment away with basic risk assessment for future use • The importance of leaving the environment in safe condition for future use • Methods of informing participants of time, location and content of further sessions if appropriate 	<p>Students should be able to demonstrate the following competencies</p>	<p>Students should be able to demonstrate the following skills</p> <p>Evaluate the session</p> <p>Amend and improve future session plans and own performance based on evaluation and feedback</p>	<p>Students should be able to cover the following range</p> <p>Against:</p> <ul style="list-style-type: none"> • Session aims • Goals • Activities • Client performance • Own performance <ul style="list-style-type: none"> ○ Preparation ○ Delivery • Health and Safety <ul style="list-style-type: none"> • Record changes using appropriate format and systems • Identify strategies to improve performance • Review progress on an ongoing basis
<p>3.7 Customer Service</p> <ul style="list-style-type: none"> • Definition of the exercise customer • Basic principles of customer care • Methods and practices, which contribute to effective customer care • Skills of effective customer care, to include: <i>communication, body language, negotiation</i> 		<p>Source the associated professionals relevant to the role of the fitness instructor in your area</p> <p>Employ standard criteria for referral and communication</p> <p>Consult with associated professionals on proposed assessment methods, exercise plan and activities and seek feedback</p>	<ul style="list-style-type: none"> • Doctor/medical Practitioner • Physiotherapist <ul style="list-style-type: none"> • Agreeing common objectives • Standard criteria for referral <ul style="list-style-type: none"> ○ Industry ○ Professional associations • Criteria for receiving clients • Handling disagreements with other professionals <ul style="list-style-type: none"> • Varied methods of communicating with associated professionals • Advice on exercise plan and activities • Receive feedback and recommendations from associated professionals

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Follow agreed roles and responsibilities	<ul style="list-style-type: none"> National and industry standards Professional boundaries Codes of ethics for working with others Working within own competence Client confidentiality Data protection
		Ensure client understands instructor's role and responsibilities in relation to associated professionals that the client has been attending or instructor proposes to refer client to	<ul style="list-style-type: none"> Acknowledge own limitations Respect the expertise and responsibilities of other associated professionals
3.8 Information Gathering, Screening and Informed Consent <ul style="list-style-type: none"> The importance of gathering information prior to the start of the session, to include: <i>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, fitness level, skill level</i> 	B1.1.1 Collect information about the client	Identify the information which is to be collected	<ul style="list-style-type: none"> Client personal goals and expectations Medical, health and exercise history Attitude and motivation Exercise preferences Level of fitness
		Check experience and conduct a pre activity screening	<ul style="list-style-type: none"> Questioning PAR-Q
	B1.1.5 Where necessary refer the client to a more appropriate professional	Understand and apply guidelines for referral	<ul style="list-style-type: none"> Industry guidelines Facility guidelines National guidelines
		Refer client to appropriate professional	<ul style="list-style-type: none"> Standard criteria for referral Professionals for referral A more experienced exercise professional
		Obtain informed consent	<ul style="list-style-type: none"> Source and administer standard approved informed consent documents

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following		Students should be able to demonstrate the following skills Demonstrate effective communication and interpersonal skills when greeting client and during the collection of client information	Students should be able to cover the following range <ul style="list-style-type: none"> • Courtesy • Interview technique • Use open, closed and probing questions • Listening • Motivate the client • Sensitivity • Discretion • Empathise with the client • Gain the confidence of the client • Non-judgemental manner • Respect the individuality of the client • Self-evaluation
	B1.1.2 Record information	Record information in an effective manner	<ul style="list-style-type: none"> • Accuracy • Interview data • Questionnaire results
		Apply basic IT /admin skills to filing and maintaining records	<ul style="list-style-type: none"> • Accuracy • Facilitate analysis • Maintain clients confidentiality • In a standard format to be used and understood by other professionals • In language understood by other professionals • Use of different IT packages • Filing systems
	B1.4.2 Prepare clients for the session	Explain the aim and demands of the session	<ul style="list-style-type: none"> • Provide clients with clear information about <ul style="list-style-type: none"> ○ Activities ○ Sessions ○ Exercises
		Describe to the client the anticipated physiological adaptations that the body makes in response to the specified resistance training	

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Ensure clients have appropriate footwear and clothing	<ul style="list-style-type: none"> • For specific session
		Advise on emergency procedures	<ul style="list-style-type: none"> • Facilities emergency procedures • Health and safety requirements
		Ensure appropriate positioning of clients	<ul style="list-style-type: none"> • Appropriate space between clients to allow instructor-client observation • To ensure safety
<p>3.9 Safe Progressive Session Planning</p> <ul style="list-style-type: none"> • How to progress exercises over a period of time to achieve physiological changes • Progressive changes that can be made to achieve overload, to include: <i>frequency, intensity, time, type, adherence</i> • Principles of training, to include: <i>specificity, reversibility and plateau</i> 	<p>B1.6.1 Review and modify the programme as appropriate to client progress</p>	<p>Obtain feedback from client on progress with the programme following initial induction to the programme</p>	<ul style="list-style-type: none"> • Varied techniques to obtain feedback <ul style="list-style-type: none"> ○ Instructor observation of client performance ○ Frequent reviews to determine <ul style="list-style-type: none"> ▪ Client perception of personal progress ▪ Client satisfaction with programme
		<p>Modify programme according to client progress following initial induction to the programme</p>	<ul style="list-style-type: none"> • According to: <ul style="list-style-type: none"> ○ Individual activities ○ Exercise intensity ○ Client goals ○ Changes in circumstances • Incorporating: <ul style="list-style-type: none"> ○ Principles of training ○ Knowledge of health related components of fitness ○ Knowledge of exercise anatomy, physiology and biomechanics • Record modifications
		<p>Give feedback to client based on review</p>	<ul style="list-style-type: none"> • Timely • Positive • Relevant to goals

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
	B1.6.2 Monitor, evaluate and adjust programmes for individuals and groups	Review client goals based on results Revise programme based on results and revised goals	
3.10 Methods of Choreography <ul style="list-style-type: none"> • An understanding of a variety of methods of choreography • The advantages and disadvantages of various methods of choreography 	How to develop co-ordination by building exercise/movements up gradually. To include: <ul style="list-style-type: none"> • Add on • Layering • Holding patterns 	Effective methods of building combinations of movements, including: chorus/verse, 32 count phrasing, add on choreography	<ul style="list-style-type: none"> • Visual and verbal cueing with variety • Visual previewing • Verbal communication <ul style="list-style-type: none"> ○ Encouragement ○ Voice clarity ○ Pitch ○ Modulation • Body language • Mirror imaging • Pre-cueing
3.11 How to design routines			
3.12 Health & Safety/ Dealing with Accidents and Emergencies <ul style="list-style-type: none"> • Health & safety procedures in the working environment (risk assessment) • Methods of dealing with emergencies and calling outside services 	B1.3.1 Assess and minimise risk within the exercise setting	Demonstrate a duty of care to clients	<ul style="list-style-type: none"> • Client safety and wellbeing • Legal responsibilities • Compliance with national health and safety policies • Ethics and professional conduct

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Identify likely hazards in the exercise setting and programme and assess the risks of these hazards	<ul style="list-style-type: none"> • Environment factors which can affect the health and safety of the instructor and client <ul style="list-style-type: none"> ○ Premises ○ Equipment ○ Staff ○ Customers • Behaviour, attitudes, needs • Operations between staff, client, equipment and premises • Activities in the programme • Other activities happening at the same time • Client assessment methods
		Implement risk management procedures required to minimise risk within the exercise setting	<ul style="list-style-type: none"> • Systems for identifying, assessing, reviewing and minimising risk • Systems for logging action • Systems for informing staff of risk management procedures and health and safety 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 <ul style="list-style-type: none"> ○ Free weights ○ Exercise studio ○ Sound system • Surfaces

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
	B1.3.2 Deal with accidents and Emergencies	Maintenance of equipment	<ul style="list-style-type: none"> • The safe storage of free weight equipment • Cleaning • What to look for when checking equipment • Safe manual handling techniques <ul style="list-style-type: none"> ○ Maintaining records of work undertaken
		Deal effectively with injuries and signs of illness	<ul style="list-style-type: none"> • Client Monitoring • Symptoms of distress, illness or injury • Categories of injuries
	B1.3.3 Ensure compliance with appropriate legislative requirements	Follow appropriate emergency procedures efficiently	Emergency Action Plan
		Ensure appropriate licenses are in place	<ul style="list-style-type: none"> • Music • Products • Broadcasting • Public performance • Public liability • Personal indemnity
		Ensure compliance with appropriate insurance guidelines	
3.13 Promoting Activity for Health <ul style="list-style-type: none"> • Cardiovascular, muscular and flexibility related benefits of physical activity and the significance of these benefits in reducing risk of disease • Exercise prescription for health, well-being and physical fitness • Appropriate exercise activity required for health benefits and fitness benefits • Motivators and barriers to exercise participation • Agencies involved in promoting activity for health in your country 	B1.5.1 Identify clients incentives and barriers to participate in exercise	Recognise factors that encourage clients to participate in exercise and barriers to exercise	<ul style="list-style-type: none"> • Theoretical models • Influencing factors <ul style="list-style-type: none"> ○ Category of client ○ Stage of fitness ○ Personal ○ Programme ○ Environmental ○ Social

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<ul style="list-style-type: none"> How to promote a healthy lifestyle, to include: <i>nutrition, other opportunities for physical activity in everyday life, and smoking cessation</i> 	B1.5.2 Develop and apply strategies to motivate clients to join and adhere to an exercise programme	Define own role and client role and responsibilities with client and those of other staff and professionals involved in the programme	<ul style="list-style-type: none"> Codes of practice, ethics etc Client understanding of own responsibilities Client understanding of instructor's role and limitations in providing assistance Developing client instructor relationship Progressing and adapting relationship according to needs of clients <ul style="list-style-type: none"> Level of assistance Instructor personal qualities
		Match instructor qualities to client needs	<ul style="list-style-type: none"> Instructor – client relationship Task oriented instructional style
		Educate clients on the components of a healthy lifestyle and the health implications for each component	<ul style="list-style-type: none"> Nutrition Smoking Alcohol Relaxation Stress management Physical activity outside the gym Active lifestyle Posture Effects on health and wellbeing

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
	B1.5.3 Inform clients of the benefits of a healthy lifestyle	Provide clients with accurate information about recommended amount of physical activity required to achieve health benefits	<ul style="list-style-type: none"> • Recommended guidelines from appropriate National or International authorities <ul style="list-style-type: none"> ○ Professional associations ○ Industry standards • Limitations on the level or amount of information provided by instructor
		Provide clients with accurate information on principles of nutrition and weight management	<ul style="list-style-type: none"> • Energy balance and body composition • Energy requirement for different levels of activity
		Provide clients with accurate information on stress management	
3.14 Body Awareness and Exercise Technique <ul style="list-style-type: none"> • The importance of a teacher being a role model in exercise performance • A range of activities that illustrate an awareness of technique 	To include: <ul style="list-style-type: none"> • Posture, • Alignment, • Weight distribution, • Control of static and dynamic movement, • Exploring the potential for full range movement, • Spatial awareness 		
3.15 Methods of Aerobic Training <ul style="list-style-type: none"> • A variety of aerobic training methods and their value according to participant needs 	Refer to Basic Core Knowledge		

UNIT 4 – Aqua Fitness Instructor

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
<p>Students should know and understand the following</p> <p>4.1 Session Structure and Teaching Skills</p> <ul style="list-style-type: none"> • Structure of an Aqua Fitness Session • The skills of an effective aqua instructor 	<p>Students should be able to demonstrate the following competencies</p> <p>To include:</p> <ul style="list-style-type: none"> • Warm up • Main activity • Cool down 	<p>Students should be able to demonstrate the following skills</p>	<p>Students should be able to cover the following range</p>
<p>4.2 Aqua Fitness Training Principles and Water Skills</p> <ul style="list-style-type: none"> • Water based terms and definitions • Physical effects of immersion in water • How each property affects the body in water, to include: <i>decreased impact, increased body support, execution of full range of motion, decreased balance/stability, movement speed, directional changes, intensity, muscle actions (dual concentric without equipment), cooling effect</i> • Water skills, to include • Methods of enhancing the effectiveness of using water • The advantages of exercising in water 	<p>Physical effects to include:</p> <ul style="list-style-type: none"> • Newton’s three laws of motion: inertia (limb, body and aquatic) • Acceleration and action/reaction • Buoyancy • Resistance (frontal, viscous turbulence and eddy drag) • Hydrostatic pressure • Temperature and depth <p>Water skills to include:</p> <ul style="list-style-type: none"> • Sculling • Propulsive movements to maintain and regain balance • Use of abdominal or core stabilization (abdominals as fixators) • A variety of foot stances • Various speeds of movement • Varying surface areas and lever lengths • Use of the poolside to target specific muscle • Deep water techniques 		

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>4.3 Applied Warm up Theory</p> <ul style="list-style-type: none"> Principle of specificity in relation to an Aqua fitness training warm up How the physical properties of water affect anatomical and physiological responses during the warm up Relevant content for each section of an Aqua fitness warm up, to include: <i>mobility/pulse raiser, thermal warm up and preparatory stretch</i> Factors affecting an Aqua fitness session warm up (time, structure, intensity, pool temperature and depth) 		Prepare the clients physically for the session using safe and effective warm ups	Using exercises appropriate to the session
<p>4.4 Music and Choreography</p> <ul style="list-style-type: none"> Advantages and disadvantages of using music Slow and fast beat and beats per minute The use of the music at land tempo, water tempo and half water tempo How to choose appropriate music for different components of an Aqua fitness session Music phrasing for exercise movement and how to work to the beat and phrase Transitional techniques for shallow and deep water classes Visual cueing techniques to prevent voice injury National legal requirements and responsibilities relating to the use of music 		Effective methods of building combinations of movements, including: chorus/verse, 32 count phrasing, add on choreography, land tempo, water tempo and half water tempo	<ul style="list-style-type: none"> Visual and verbal cueing with variety Visual previewing Verbal communication <ul style="list-style-type: none"> Encouragement Voice clarity Pitch Modulation Body language Mirror imaging Pre-cueing

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
4.5 Planning an Aqua Session <ul style="list-style-type: none"> • National legal responsibilities of a fitness instructor • Ethical requirements of the teaching role as stated in the national health and fitness code of ethics (or EREPs Code of Ethics) • How to identify status of participants relative to screening information • How to identify alternatives and adaptations • Appropriate health and safety checks (environment, participants and equipment) • Information required to respond appropriately to a medical emergency • Appropriate lesson planning for the planned activity 	B1.4.1/B1.4.1W Plan and prepare for an exercise session	Collect, record and analyse accurate information about the facility and the clients	<ul style="list-style-type: none"> • The facility <ul style="list-style-type: none"> ○ Size ○ Access ○ Equipment • Expected participants <ul style="list-style-type: none"> ○ Number ○ Fitness level ○ Skill level ○ Health history ○ Aims of the client's programme
		Set aims and objectives for the session in line with the needs of the clients and the overall programme	<ul style="list-style-type: none"> • Exercise goals • Components of fitness • Client needs • Category of clients • Stage of fitness <ul style="list-style-type: none"> ○ Beginner ○ Intermediate ○ Advanced ○ Injury and medical status ○ Experienced/ inexperienced
		Design the exercise session	<ul style="list-style-type: none"> • Shallow water • Aqua circuit • Sports specific • Transitional/deep water class
		Select and use suitable speed and type of music for participants	<ul style="list-style-type: none"> • Appropriate to activity • The effect of speed on posture, alignment, intensity and effectiveness • How to structure music beats and phrases • Suitability of speed and type of music for the participants and section of the class • Legalities of the use of music • Use of tapes/CDs and effective cueing

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Select modes of exercise within sessions	Taking into account <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength • Muscular endurance • Flexibility • Body composition
		Select activities and exercises for the session	Taking into account <ul style="list-style-type: none"> • Client's fitness levels and targets • Fitness level and exercise precautions • Types of training • Types of program • Specific fitness outcome
		Apply principles of training	Taking into account exercise variables <ul style="list-style-type: none"> • Repetitions • Sets • Workload • Intensity • Training frequency • Workout time • Exercise order • Speed of movement • Range of movement
		Provide a written breakdown of the required music for the session	
		Record the plans on a suitable programme/ session plan	Record the plans on a suitable programme/ session plan
		Check pool temperature and air humidity meet required standards for health and safety	
		Adapt to the types of special needs that participants have, for example non-swimmers	<ul style="list-style-type: none"> • Programme design • Activities • Category of participant

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Location of rescue and safety equipment and alarm	
		Equipment	<ul style="list-style-type: none"> • Aqua mitts • Paddles • Woggles • Floats • Dumbbells • Buoyancy belts
		The safe use of electrical equipment on poolside	<ul style="list-style-type: none"> • Positioning • Circuit breaker
		Consider pool design and sighting when developing the Aqua fitness session plan	Location of: <ul style="list-style-type: none"> • First aid rooms • Changing rooms, toilets and showers • Pool surface • Pool temperature • Location of steps or ladders • Disabled access • Pool depth/s • Rails and rings • Lane ropes
		Demonstrate and apply an understanding of the physiological and biomechanical changes that are unique to exercise in the water	
		Consider the properties of water and the effect of the water environment on specific client groups when developing class plans	<ul style="list-style-type: none"> • The effects of water based exercises on energy expenditure • The application of Archimedes Principle to water – based exercise • The effects of levers, gravity and resistance on water based exercise
		Consider the effects of hydrodynamic principles when developing class plans and instructing clients	<ul style="list-style-type: none"> • The effects of thermoregulation on class structure • The effects of buoyancy, water resistance and turbulence on exercises • Use of synergistic arm movements

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Describe the conditioning benefits of a range of currently popular formats of water based classes to clients	
4.6 Guidelines to teaching <ul style="list-style-type: none"> Different forms of communication and their use in teaching an Aqua fitness session, to include: <i>use of visual cues (body language), use of verbal cues/precise explanations, use of voice projection, use of teaching points, change of teaching position, observation from different angles, visual previews/rehearsals, asking for feedback, correction of individuals, motivational skills</i> Teaching skills relevant to aqua instructing, to include: <i>advice on maintaining and regaining balance in water, guidance on sculling technique, explanation of various hand positions, advice on water depth, changes of teaching position (on the poolside), group and individual feedback, questioning, group and individual correction, and adaptation</i> 	B1.4.3W Teach clients planned activities for the session	Identify new participants and non swimmers	
		Provide effective cueing	<ul style="list-style-type: none"> Visual Verbal
		Use volume and pitch of the voice effectively relative to the music	
		Work to the beat and phrase of music	
		Utilise appropriate teaching methods and skills	Communication <ul style="list-style-type: none"> Verbal – clear concise specific audible Using understandable terminology Non verbal – demonstration Group or individual management skills Creativity and improvisation
		Ensure appropriate positioning of clients	<ul style="list-style-type: none"> Appropriate space between clients to allow instructor-client observation To ensure safety
		Assess client performance	<ul style="list-style-type: none"> Identify errors Client feedback
		Correct and improve client performance	<ul style="list-style-type: none"> Correct technique Provide instructing points Feedback Encouragement Reinforcement
Utilise the principle of reinforcement			

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Ensure explanations and demonstrations are technically correct, observable, relevant, safe and appropriate to the clients	<ul style="list-style-type: none"> • Range of alternative exercises • How to break exercise movements down into their components • How to develop clients co-ordination by building up exercise movements gradually • Instructor technique • Instructor position • Appropriate to category participant
		Adapt activities during the session	Due to: <ul style="list-style-type: none"> • Numbers • Clients needs and abilities • Equipment • Facility • Weather
		Ensure clients carry out activities in a safe manner	<ul style="list-style-type: none"> • Technically correct • Safe and effective alignment of exercises • Appropriate to clients needs and abilities
		Ensure all phases of the session plan are delivered safely and effectively within time constraints	Time management
		Ensure clients understanding of explanations and instructions	Give opportunity for feedback
		Use of motivational strategies	

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>4.7 Applied Aerobic, Muscular Strength and Endurance</p> <ul style="list-style-type: none"> • Advantages of Aqua fitness exercise to music as an effective aerobic training method • Ways of progressing an Aqua fitness class, to include: <i>water depth, use of levers, use of travel, hand positions and aquatic equipment</i> • Intensity modification using Newton's law of motions including <i>inertia, acceleration, action and reaction, Archimedes's principle of buoyancy</i> • How the physical properties of water affect anatomical and physiological responses during these components • Relevant content for both the aerobic and muscular strength and endurance components, to include: • <i>Build up, main activity and cool down of aerobic section, and use of dynamic movement between muscular strength and endurance exercises to maintain body warmth</i> • The use of drag equipment to increase muscular intensity with the exclusive use of concentric contractions • The role of various types of equipment and how they affect intensity changes and eccentric and concentric muscular contraction 	Refer to 4.2		

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<p>4.8 Information Gathering, Screening and Informed Consent</p> <ul style="list-style-type: none"> The importance of gathering information prior to the start of the session in relation to participants and their needs, to include: <i>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, fitness level, skill level</i> 	<p>B1.4.2 Prepare clients for the session</p>	<p>Check experience and conduct a pre activity screening</p> <p>Explain the aim and demands of the session</p> <p>Describe to the client the anticipated physiological adaptations that the body makes in response to the specified resistance training</p> <p>Ensure clients have appropriate footwear and clothing</p> <p>Advise on emergency procedures</p> <p>Ensure appropriate positioning of clients</p>	<ul style="list-style-type: none"> Questioning PAR-Q Provide clients with clear information about <ul style="list-style-type: none"> Activities Sessions Exercises For specific session Facilities emergency procedures Health and safety requirements Appropriate space between clients to allow instructor-client observation To ensure safety
<p>4.9 Safe Progressive Session Planning</p> <ul style="list-style-type: none"> The relevant physiological changes occurring in the body to progress an exercise session over a period of time The progressive changes that can be made in terms of overload, to include: <i>frequency, intensity, time, type, adherence</i> Principles of training, to include: <i>specificity, reversibility, plateau</i> 	<p>B1.6.1 Review and modify the programme as appropriate to client progress</p>	<p>Obtain feedback from client on progress with the programme following initial induction to the programme</p>	<ul style="list-style-type: none"> Varied techniques to obtain feedback <ul style="list-style-type: none"> Instructor observation of client performance Frequent reviews to determine <ul style="list-style-type: none"> Client perception of personal progress Client satisfaction with programme

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Modify programme according to client progress following initial induction to the programme	<ul style="list-style-type: none"> • According to: <ul style="list-style-type: none"> ○ Individual activities ○ Exercise intensity ○ Client goals ○ Changes in circumstances • Incorporating: <ul style="list-style-type: none"> ○ Principles of training ○ Knowledge of health related components of fitness ○ Knowledge of exercise anatomy, physiology and biomechanics • Record modifications
		Give feedback to client based on review	<ul style="list-style-type: none"> • Timely • Positive • Relevant to goals
	B1.6.2 Monitor, evaluate and adjust programmes for individuals and groups	Review client goals based on results	
		Revise programme based on results and revised goals	
4.10 Aquatic Exercise Equipment <ul style="list-style-type: none"> • A variety of aquatic training equipment and how to use them 			
4.11 Applied Cool Down Theory <ul style="list-style-type: none"> • How the physical properties of water affect anatomical and physiological responses during the cool down • Relevant content for an Aqua fitness session cool down (post workout stretches interspersed with warming activities) • Factors affecting an Aqua fitness session cool down, to include: <i>time, structure, intensity and pool temperature</i> 		End the session, including the use of cool down activities that are safe and effective for the clients	<ul style="list-style-type: none"> • Using cool down activities appropriate to the session

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
<p>Students should know and understand the following</p> <p>4.12 Ending a Session, Evaluation and Feedback</p> <ul style="list-style-type: none"> • How to give feedback to participants regarding their performance • How to gather information from participants to improve personal performance • How to identify other sources of feedback, to include: <i>managers, coordinators, colleagues</i> • How to use appropriate questions to gain relevant information • How to evaluate own performance against assessment criteria • How to ensure participants leave class safely • The importance of putting equipment away with basic risk assessment for future use • The importance of leaving the environment in safe condition for future use • Methods of informing participants of time, location and content of further sessions if appropriate 	<p>B1.4.4/B1.4.4W</p> <p>Evaluate the session and personal performance</p>	<p>End the session</p> <p>Evaluate the session</p> <p>Amend and improve future session plans and own performance based on evaluation and feedback</p>	<p>Students should be able to cover the following range</p> <ul style="list-style-type: none"> • Close the session on time • Give clients opportunity to ask questions and provide feedback • Provide feedback to clients on performance and future sessions • Supervise clients departure <p>Against:</p> <ul style="list-style-type: none"> • Session aims • Goals • Activities • Client performance • Own performance <ul style="list-style-type: none"> ○ Preparation ○ Delivery ○ Health and Safety <ul style="list-style-type: none"> • Record changes using appropriate format and systems • Identify strategies to improve performance • Review progress on an ongoing basis
<p>4.13 Health and Safety/ Dealing with Accidents and Emergencies</p> <ul style="list-style-type: none"> • Health & safety procedures in the working environment (risk assessment) • Methods and ways of dealing with emergencies and calling outside services 	<p>B1.3.1</p> <p>Assess and minimise risk within the exercise setting</p>	<p>Demonstrate a duty of care to clients</p>	<ul style="list-style-type: none"> • Client safety and wellbeing • Legal responsibilities • Compliance with national health and safety policies • Ethics and professional conduct

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Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Identify likely hazards in the exercise setting and programme and assess the risks of these hazards	<ul style="list-style-type: none"> • Environment factors which can affect the health and safety of the instructor and client <ul style="list-style-type: none"> ○ Premises ○ Equipment ○ Staff ○ Customers • Behaviour, attitudes, needs • Operations between staff, client, equipment and premises • Activities in the programme • Other activities happening at the same time • Client assessment methods
		Implement risk management procedures required to minimise risk within the exercise setting	<ul style="list-style-type: none"> • Systems for identifying, assessing, reviewing and minimising risk • Systems for logging action • Systems for informing staff of risk management procedures and health and safety 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 <ul style="list-style-type: none"> ○ Aqua equipment and pool ○ Sound system ○ Surfaces

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Maintenance of equipment	<ul style="list-style-type: none"> • The safe storage of equipment • Cleaning • What to look for when checking equipment • Safe manual handling techniques • Maintaining records of work undertaken
	B1.3.2 Deal with accidents and Emergencies	Deal effectively with injuries and signs of illness	<ul style="list-style-type: none"> • Client monitoring • Symptoms of distress, illness or injury • Categories of injuries
		Follow appropriate emergency procedures efficiently	Emergency Action Plan
	B1.3.3 Ensure compliance with appropriate legislative requirements	Ensure appropriate licenses are in place	<ul style="list-style-type: none"> • Music • Products • Broadcasting • Public performance • Public liability • Personal indemnity
4.14 Customer Service <ul style="list-style-type: none"> • Definition of the exercise customer • Basic principles of customer care • Methods and practices, which contribute to effective customer care • Skills of effective customer care, to include: <i>communication, body language, negotiation</i> 	B1.7.1 Liaise with associated professionals relevant to the role of the fitness instructor	Source the associated professionals relevant to the role of the fitness instructor in your area	<ul style="list-style-type: none"> • Doctor/medical Practitioner • Physiotherapist

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Employ standard criteria for referral and communication	<ul style="list-style-type: none"> • Agreeing common objectives • Standard Criteria for referral <ul style="list-style-type: none"> ○ Industry ○ Professional associations • Criteria for receiving clients • Handling disagreements with other professionals
		Consult with associated professionals on proposed assessment methods, exercise plan and activities and seek feedback	<ul style="list-style-type: none"> • Varied methods of communicating with associated professionals • Advice on exercise plan and activities • Receive feedback and recommendations from associated professionals
		Follow agreed roles and responsibilities	<ul style="list-style-type: none"> • National and Industry standards • Professional boundaries • Codes of ethics for working with others • Working within own competence • Client confidentiality • Data protection
		Ensure client understands instructor's role and responsibilities in relation to associated professionals that the client has been attending or instructor proposes to refer client to	<ul style="list-style-type: none"> • Acknowledge own limitations • Respect the expertise and responsibilities of other associated professionals
4.15 Promoting Activity for Health <ul style="list-style-type: none"> • Cardiovascular, muscular and flexibility related benefits of physical activity and the significance of these benefits in reducing risk of disease • Exercise prescription for health, wellbeing and physical fitness • Motivators and barriers to exercise participation 	B1.5.1 Identify clients incentives and barriers to participate in exercise	Recognise factors that encourage clients to participate in exercise and barriers to exercise	<ul style="list-style-type: none"> • Theoretical models • Influencing factors <ul style="list-style-type: none"> ○ Category of client ○ Stage of fitness ○ Personal ○ Programme ○ Environmental ○ Social

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
<ul style="list-style-type: none"> • Agencies involved in promoting activity for health in your country • How to promote a healthy lifestyle to include: <i>nutrition, other opportunities for physical activity in everyday life, and smoking cessation</i> 	B1.5.2 Develop and apply strategies to motivate clients to join and adhere to an exercise programme	Define own role and client role and responsibilities with client and those of other staff and professionals involved in the programme	<ul style="list-style-type: none"> • Codes of practice, ethics etc • Client understanding of own responsibilities • Client understanding of instructor's role and limitations in providing assistance • Developing client instructor relationship • Progressing and adapting relationship according to needs of clients <ul style="list-style-type: none"> ○ Level of assistance ○ Instructor personal qualities
		Match instructor qualities to client needs	<ul style="list-style-type: none"> • Instructor – client relationship • Task oriented instructional style
		Educate clients on the components of a healthy lifestyle and the health implications for each component	<ul style="list-style-type: none"> • Nutrition • Smoking • Alcohol • Relaxation • Stress management • Physical activity outside the gym • Active lifestyle • Posture • Effects on health and wellbeing
	B1.5.3 Inform clients of the benefits of a healthy lifestyle	Provide clients with accurate information about recommended amount of physical activity required to achieve health benefits	<ul style="list-style-type: none"> • Recommended guidelines from appropriate national or international authorities <ul style="list-style-type: none"> ○ Professional associations ○ Industry standards • Limitations on the level or amount of information provided by instructor

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following competencies	Students should be able to demonstrate the following skills	Students should be able to cover the following range
		Provide clients with accurate information on principles of nutrition and weight management	<ul style="list-style-type: none"> • Energy balance and body composition • Energy requirement for different levels of activity
4.16 Specialist Groups <ul style="list-style-type: none"> • Specialist groups that may benefit from participation within an Aqua fitness session, to include: <i>ante/post natal exercisers, the older adult, overweight and those with physical disabilities</i> • Advantages involved for each specialist group • Safety factors to be considered for each group 		Provide clients with accurate information on stress management	