



EHFA Standards & Competencies For EQF Level 4 Personal Trainer Mapping (MAP 03)

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 Personal Trainer. 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 Personal Trainer (EQF Level 4)

UNIT 1 - Core Knowledge

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

Functional Kinesiology and Biomechanics (Unit 1)

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|------|--|
| 1.1 | The body's 3 anatomical axes and planes, to include the terms frontal (coronal), sagittal and transverse |
| 1.2 | Joint classification (fibrous, cartilaginous and synovial) focusing on their functional significance, to include examples of each type and sub-types of joint |
| 1.3 | Structure of a synovial joint and how it alters over time, to include the role of the joint capsule in joint stability as well as fluid production |
| 1.4 | Sub classification of synovial joints in relation to their movement potential |
| 1.5 | The importance of ensuring that movement at all joints is kept in the correct planes throughout exercise performance for prevention of ligament strain and potential risk of injury, to include: <i>inappropriate biomechanics at the shoulder joint resulting in possible strain on the rotator cuff muscles, increasing the risk of osteoligamentous injury</i> |
| 1.6 | Stability and movement within each type of joint |
| 1.7 | Classification of bones, to include: <i>long, short, flat, irregular, sesamoid</i> , relating structure to function |
| 1.8 | Structure of a long bone and the process of bone growth, to include the structure and proportion of cancellous versus compact bone, while relating structure to function in simple terms, to include: <i>criteria 1.9 – 1.57</i> |
| 1.9 | Bone as cartilage |
| 1.10 | Growth in length due to ossification at the epiphysis (formation of compact bone) followed by: <ul style="list-style-type: none">• Simultaneous growth in the epiphyseal plates resulting in formation of cancellous (spongy) bone at the articulating surfaces at ends of bones• Epiphyseal involvement in the promotion of bone growth in length until late teens or early 20s and replacement of the cartilaginous plate by bone cells, and diaphysis and epiphyseal fusion• Considerations including individual variability (including age) at which epiphyseal fusion occurs and the potential risks to bone related to excessive strength training programmes, and other loading activities during teen years• Susceptibility to injury and micro trauma including bone breaks and shin splints |

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

Functional Kinesiology and Biomechanics (Unit 1)

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|------|--|
| 1.11 | Role of osteoblasts (bone making cells) and osteoclasts (bone breakdown cells) in remodelling bone continuously throughout life according to the intensity and direction of the forces placed on it (Wolff's law). For example 10% of the skeleton is replaced each year |
| 1.12 | Hormonal contribution to the balance and maintenance of bone making requires appropriate levels of sex hormones - oestrogen in women and testosterone in men, parathyroid hormone and calcitonin from the thyroid gland, and adequate calcium levels |
| 1.13 | Oestrogen production and its link to levels of fat stores in pre-menopausal women |
| 1.14 | Implications of low body fat in women (< 17%) for increased risk of osteoporosis due to Serum Hormone Binding Globins (SHBG) |
| 1.15 | Bone density and its relation to resistance training activities |
| 1.16 | Long & short term effects of exercise on bone to include osteoporosis |
| 1.17 | Key nutrients in bone growth – calcium storage |
| 1.18 | Bones, to include the head and neck, the shoulder girdle, shoulder joint, thoracic, lumbar and sacrococcygeal, pelvis, upper and lower limbs (see appendix in EHFA Assessment Strategy) |
| 1.19 | Articulations and joint movements possible, to include the following movement terms with examples: <i>flexion, extension, hyper-extension, adduction, abduction, elevation, depression, protraction, retraction, lateral flexion, horizontal flexion and extension, plantar flexion, dorsi-flexion, internal and external rotation, circumduction, pronation, supination, eversion and inversion</i> |
| 1.20 | Bones covered should include:
<i>shoulder joint: humerus & scapula (glenoid) & clavicle</i> |
| 1.21 | Shoulder girdle (the two scapulae and the clavicles) |
| 1.22 | Implications of the articulation between the acromion process of the scapula and the clavicle (gliding synovial) |
| 1.23 | How the scapula is held in place posteriorly by a number of muscles giving it considerable mobility |
| 1.24 | Attachments of relevant muscles (anterior & posterior) influencing thoracic cavity volume including the scalenes, sternocleido-mastoid, internal, external & sub costal, diaphragm, quadratus lumborum, thoracolumbar fascia, erector spinae, psoas and abdominal musculature |
| 1.25 | Thorax – the cartilaginous connection between the sternum and the ribs to facilitate functional breathing |
| 1.26 | How the scapula is held in place posteriorly by a number of muscles giving it considerable mobility |
| 1.27 | Structure and function of the cartilaginous discs between each pair of vertebrae and the gliding synovial joints (the facet joints) between adjacent vertebrae |
| 1.28 | Structure of each different region of the column specific to its function |

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

Functional Kinesiology and Biomechanics (Unit 1)

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| 1.29 The importance of maintaining the correct degree of spinal curvature at the cervical, lumbar and thoracic vertebra regarding weight-bearing and biomechanical efficiency and for the transmission of stress (caused by impact) through the pelvic girdle, kinetic chain and muscle synergies |
| 1.30 How the scapula is held in place posteriorly by a number of muscles giving it considerable mobility |
| 1.31 The importance of a neutral spine and its global relationship for prevention of joint and ligament damage in the vertebral column |
| 1.32 The pelvic girdle - the two hip bones and their components (ilium, ischium and pubic bones) |
| 1.33 Articulation of the hip bones with each other at the pubis symphysis (cartilaginous joint) and with the sacrum at the sacroiliac (SI) joint and the iliosacral (IS) joint |
| 1.34 The importance of the pelvic girdle in the transmission of weight-bearing activities and dissipation of impact |
| 1.35 How the scapula is held in place posteriorly by a number of muscles giving it considerable mobility |
| 1.36 Implications for 'tail bone' (coccyx) irritation during some exercise positions and, as a result, increased non-functional movement quality |
| 1.37 Limbs – including the upper and lower limb bones, their articulations with the shoulder and pelvic girdles, and the movements that take place at each |
| 1.38 The shallow synovial ball and socket shoulder joint facilitating a large range of movements |
| 1.39 The high risk of shoulder joint displacement and increased scapular stabilising role of the surrounding synergistic musculature and ligaments |
| 1.40 How the scapula is held in place posteriorly by a number of muscles giving it considerable mobility |
| 1.41 Relationship between the radius, ulna and humerus in the upper limb allowing movements such as supination, pronation (rotations) flexion and extension |
| 1.42 Relationship between the tibia and the fibula as a non weight bearing bone |
| 1.43 The elbow and the knee joints are examples of synovial hinge joints with a single plane of movement (sagittal plane) |
| 1.44 Ankle and bones of the foot - the role of the foot arches - giving spring to the gait, absorbing, storing and transmitting forces |
| 1.45 Structure of the hinge joint between the tibia, fibula and first tarsal (talus) – rotation not permitted |
| 1.46 How the scapula is held in place posteriorly by a number of muscles giving it considerable mobility |

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

Functional Kinesiology and Biomechanics (Unit 1)

- 1.47 The potential for sprains and ligament damage increased by excessive non-functional movement during activities, such as running
- 1.48 Wrist - the distal radioulnar synovial joint with the first row of carpal bones providing abduction and adduction, flexion and extension
- 1.49 Pronation and supination of the hand possible because of the pivot joint between the ulna and radius at the distal end (that articulates with the wrist)
- 1.50 Hyper extended wrists and the relationship to carpal tunnel syndrome, ligament damage and nerve compression
- 1.51 Opposition and circumduction at the thumb and 1st metacarpal
- 1.52 The main structural and physiological characteristics and functions of the osseous connective tissues to include the periosteum, ligaments (dense regular collagenous/elastic fibres), joint capsule (dense irregular, elastic, collagenous)
- 1.53 Structure of ligaments and their tensile strength related to fibre direction and their sensitivity to shearing forces and tearing
- 1.54 The slow healing properties of ligaments due to limited blood supply
- 1.55 Biomechanical principles of movement, to include: *1st, 2nd and 3rd class levers with example, for example calf raises for 2nd class lever and flexion of the elbow for 3rd class lever*
- 1.56 Biomechanical implications of different centres of gravity in relation to posture and patterns of adiposity
- 1.57 Open and closed chain kinetic movements with examples of each and a consideration of their advantages and disadvantages

EHFA COMPETENCY

Students should be able to **demonstrate** the following

- B1.2.4 Integrate exercise science (as outlined above) to the design of the programme

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

2. Muscles (Unit 1)

2.1	The 3 types of muscle in the human body (skeletal, smooth, cardiac)
2.2	Anatomy and structure of a skeletal muscle and its connective tissue, the epimysium, perimysium and endomysium which are composed of irregular collagenous tissue
2.3	Structural features of collagen as a fibrous protein with large tensile strength
2.4	Connective tissue of muscle merging into tendons composed of regular collagenous filaments
2.5	Muscle shape and fibre arrangement including directional forces and line of pull (uni-pennate, bi-pennate, multi-pennate)
2.6	Proprioceptors of tendons and muscles that are involved in protection against excessive contraction or lengthening (muscle spindle cells in the body/gastro of the muscle that respond to over-lengthening and golgi tendon organs in tendons that respond to excessive contraction)
2.7	The interaction between the contractile filaments of muscle (actin and myosin) and the contractile mechanism - the energy-demanding pulling of actin filaments over myosin filaments by myosin cross bridges
2.8	The special properties of cardiac muscle cells (myocardium) for example, highly interconnected in a synchronised 'all or none' contraction
2.9	Relationship between the myocardium and oxygenated blood supply via the coronary arteries at rest and during activity
2.10	Autonomic nervous system and its control of smooth muscle to either contract or relax causing narrowing or dilation of tubes, for example – control of blood pressure
2.11	Role of a motor unit (the nerve and the muscle fibres which it innervates) in providing an 'action potential' to create fine or coarse muscle control
2.12	Three body types (somatotypes) endo, ecto and mesomorph
2.13	Structural features and characteristics of type 1 (slow twitch) and type 2A (fast twitch/intermediate) and type 2B fibres and the implications of exercise intensity on the recruitment sequence of different motor unit types
2.14	Different types of muscular contractions (concentric, eccentric, isometric, isotonic and isokinetic)
2.15	The effect of each type of muscular contraction on training adaptations and the way muscles can be influenced by different training modalities, for example - body position in relation to gravity, aqua workouts and partner work

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

2. Muscles (Unit 1)

2.16 The likely relationship between delayed onset of muscular soreness (D.O.M.S.) and both eccentric, concentric and isometric muscle work

2.17 Major muscles of the body defining their starting points in terms of the bones they originate from (though in most cases NOT the exact anatomical part of the bone), the joints that they cross and the bones that they insert onto (finishing point). See annex in EHFA Assessment Strategy

2.18 Joint actions as a result of muscular contraction

2.19 A range of actions and activities, the agonists, antagonists, main synergists and fixators

2.20 The importance of developing and maintaining the functional capacity of local postural muscles involved in spinal alignment (stability) and the neutral spine position (transversus abdominis, internal obliques, multifidus)

2.21 Role of rectus abdominis, external obliques and erector spinae

2.22 The importance of the attachment of these and other muscles, such as the gluteals and latissimus dorsi, to the thoraco-lumbar fascia (helping to maintain tension and its ability to resist bending forces in the spine)

2.23 Role of quadratus lumborum in the prevention of excessive lateral movement of the spine

2.24 The importance of correct involvement of the hip flexor muscle (iliopsoas) in core stability training

2.25 Short and long term effects of exercise on muscles to include:

- Short term – capillary dilation, increased blood supply, reduced viscosity, increased temperature, increased neural augmentation, increased pliability
- Long term – improved myotactic proprioceptive facilities, improved cardiovascular endurance, improved neuromuscular efficiency (includes endurance and strength), increased metabolic activity, increased capillarisation, increased number and size of mitochondria, hypertrophy

EHFA COMPETENCY	SKILLS	RANGE
Students should be able to demonstrate the following	Students should be able to demonstrate the following:	Students should be able to cover the following:
B1.2.4 Integrate exercise science (as outlined above) 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

EHFA LEARNING OUTCOME		
Students should know and understand the following		
3. Energy Systems (Unit 1)		
3.1 The 3 energy systems used for the production of ATP in working muscle - the a lactic anaerobic phospho-creatine (PC) system, the anaerobic lactate system and the aerobic system		
3.2 Effect of exercise intensity, duration, fitness levels and health and their relationship to the interaction of energy systems, for example - the anaerobic and aerobic systems operate simultaneously except during specific activities		
3.3 The correlation between increasing levels of intensity and increased production of blood lactate to include OBLA (the rate at which lactate is produced in muscles relative to the rate of elimination)		
3.4 Aerobic and anaerobic threshold		
3.5 Different training modalities and their affect on the capacity of the 3 energy systems including the mechanisms by which adaptations occur		
3.6 The ability of the body to burn fat throughout a range of intensities (not just low intensity) - if the aerobic threshold is raised fat is utilised more effectively at higher intensities		
3.7 Relationship between METs and kilo calories and the prediction of calorie expenditure based on body weight, exercise MET level and duration with examples of different activities and their MET values		
3.8 Methods of monitoring exercise intensity - to include: <i>RPE - 6 to 20, or 0 to 10, talk test, heart rate monitoring, (age related and Karvonen), including the benefits and limitations of each method</i>		
3.9 The use and amounts of energy nutrients at different intensities		
EHFA COMPETENCY	SKILLS	RANGE
Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
B1.2.4 Integrate exercise science (as outlined above) to the design of the programme	Apply the knowledge of the cardio-respiratory system and energy systems to programme design	<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

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

4. Cardio-Respiratory System (Unit 1)

- 4.1** Anatomy of the heart to include the names and location of the heart valves, muscular component and flow of blood through the heart
- 4.2** Cardiac cycle and the terms stroke volume (amount of blood pumped per beat) and cardiac output (amount of blood pumped per minute = stroke volume x beats per minute)
- 4.3** The 3 factors that affect stroke volume (systole):
- Pre-load – The tension on the walls of the ventricles at the end of the diastole – it is affected by the amount of venous return
 - After-load – The tension on the walls of the ventricles due to the systolic blood pressure
 - The contractibility of the ventricles - If the ventricle muscles contractions are strong then more blood can be pumped per beat
- 4.4** Myocardial conduction system including both autonomic and intrinsic, for example, sinoatrial node atrioventricular node
- 4.5** Structure, function and characteristics of arteries, arterioles, veins, venules and capillaries
- 4.6** Oxygenated blood supply of the myocardial tissue by means of the coronary arteries during the passive phase (diastole) of the cardiac cycle
- 4.7** Coronary circulation and its function in keeping the myocardium (heart muscle) continually supplied with oxygenated blood even during times of high demand, and the consequences of not being able to meet that demand, to include: *myocardial ischemia – inadequate blood and oxygen supply to the myocardium usually resulting in pain called angina; heart attack = myocardial infarction – complete lack of blood supply to the myocardium*
- 4.8** Relationship of regular physical activity to possible lowered heart rate at rest, or at any given workload and, therefore, improved coronary blood flow
- 4.9** Factors which affect the supply of oxygen to, and demand for oxygen by, the myocardium to include:
- 4.10** Supply - width of coronary arteries (for example, occlusion, spasm), time in diastole, pressure in the aorta, oxygen carrying capacity of the blood (for example, anaemia)
- 4.11** Demand - myocardial mass, heart rate, contractility, ventricular wall tension (preload and after load)
- 4.12** Pulmonary and the systemic circulations
- 4.13** Pattern of blood flow to different parts of the circulation at rest and during exercise and activity
- 4.14** Passage of inhaled air from the atmosphere to cellular level and back to the atmosphere, to include: *trachea, bronchus, bronchioles, terminal bronchioles, alveoli, pulmonary circulation, systemic circulation*
- 4.15** Process of inspiration and expiration and the role of muscles involved in breathing
- 4.16** The diaphragm and the external intercostals as primarily responsible for increasing the thoracic (and therefore lung) volume during rest whilst the accessory muscles, (internal intercostals, pectoralis minor, scaleni and abdominal muscles) assist increased respiratory rates

EHFA LEARNING OUTCOME		
Students should know and understand the following		
4. Cardio-Respiratory System (Unit 1)		
4.17 Breathing and its control, both unconsciously by the respiratory centre in the brain (brain stem and hypothalamus) and consciously by the cerebral cortex, for example - conscious control is important in athletes such as swimmers, weight lifters, archers and shooters		
4.18 Sequence of physiological effects which occur during a single (acute) cardiovascular exercise session - for example, physiology of a warm up, training zone and cool down, to include: <i>increased capillarisation and use of dead space, stroke volume, hypertrophy of left ventricle specifically and myocardium generally, increased number and size of mitochondria, aerobic and anaerobic enzymes heart rate, cardiac output, systolic pressure, diastolic pressure, respiratory rate</i>		
4.19 Healthy lifestyle choices and their positive affects on cardio respiratory tissues, for example - the effects of smoking or alcohol consumption		
4.20 Short and long term effects of exercise on the cardio respiratory system to include: <ul style="list-style-type: none"> • Short term – increase in heart rate, increase in breathing rate, effects of build up of CO2 in bloodstream • Long term effects – increase in stroke volume, lower resting heart rate, reduced risk of heart disease, reduction of high blood pressure, improved blood cholesterol, reduction of body fat and increased every day function 		
4.21 Coronary Heart Disease and risk factors that can manipulate it such as smoking, high blood pressure, high blood cholesterol, physical inactivity, diabetes mellitus, family history, age, stress and obesity		
EHFA COMPETENCY	SKILLS	RANGE
Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
B1.2.4 Integrate exercise science (as outlined above) to the design of the programme	Apply the knowledge of the cardio-respiratory system and energy systems to programme design	<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

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE		
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following		
5. Components of Fitness					
5.1 The 3 different somatotypes (endomorph, ectomorph and mesomorph) focusing on the implications of each body type for exercise capacity and ability to alter body shape (unit 1)	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"> • 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 		
5.2 Anatomical and hormonal differences concerning males and females and their influence on safe, effective and appropriate physical activity (unit 1)				5.3 Health and skill related components of total fitness and their definitions (unit 1), to include: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <u>Health related</u> <ul style="list-style-type: none"> • Muscular strength • Muscular endurance • Cardio respiratory endurance • Flexibility • Body composition </td> <td style="vertical-align: top; width: 50%;"> <u>Skill related</u> <ul style="list-style-type: none"> • Balance (static and dynamic) • Coordination • Reaction time • Power • Agility </td> </tr> </table>	<u>Health related</u> <ul style="list-style-type: none"> • Muscular strength • Muscular endurance • Cardio respiratory endurance • Flexibility • Body composition
<u>Health related</u> <ul style="list-style-type: none"> • Muscular strength • Muscular endurance • Cardio respiratory endurance • Flexibility • Body composition 	<u>Skill related</u> <ul style="list-style-type: none"> • Balance (static and dynamic) • Coordination • Reaction time • Power • Agility 				
		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 ○ Posture ○ Core stability 		

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
5. Components of Fitness			
5.4 Principles of adaptation and modification for each component (units 1, 2, 3)	B1.2.3 Integrate the principles of training	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	<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 ○ Periodise (short term and progressive) personalised ○ Session phases ○ Resources ○ Scheduling • Programme Phase <ul style="list-style-type: none"> ○ Preparation phase ○ Conditioning phase ○ Recovery phase ○ Adaptation phase • 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 ○ Posture ○ Core stability • Determining and varying modality and intensity of exercise • Develop integrated activity plan • Identify resources • Allocating resources • Aligning training

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
5. Components of Fitness			
5.5 The continuum between muscular strength (predominantly type 2 fibres) and muscular endurance (type 1 fibres) and neuromuscular efficiency (unit 1)	B1.4.3 Teach clients planned activities for the session	Utilise a range of advanced training techniques with your clients	<ul style="list-style-type: none"> • Advanced resistance training systems <ul style="list-style-type: none"> ○ Delorme and Watkins 10RM system ○ Berger 6RM system ○ Super setting (agonist/antagonist) ○ Super setting (2 exercises for the same muscle) ○ Pyramid systems ○ Forced reps
5.6 Muscular strength influenced by use of high resistance and low repetitions so that motor unit recruitment is maximised and contractile limits are reached (unit 1)			
5.7 Muscular endurance enhanced by lower resistance loads and higher repetitions resulting in the build-up of lactic acid and inducing inhibition of further muscle contraction (unit 1)			
5.8 Increased endurance capacity in muscles developed between exercise sessions by the acquisition of increased numbers of mitochondria, oxidative enzymes and capillaries leading to increased oxidative ability within muscles (unit 1)			
5.9 Repetition ranges for strength, power, endurance and muscle hypertrophy (unit 2)			
5.10 Range of heart rate training zone models, for example - aerobic training zone, fitness zone, for developing aerobic and anaerobic capacity (unit 3)	B1.4.1 Plan and prepare for an exercise session	Select modes of exercise within sessions	<ul style="list-style-type: none"> • Gym-based <ul style="list-style-type: none"> ○ Cardio Vascular Training • Outdoor based
5.11 Interval, fartlek principles and practical application (unit 3)			

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
5. Components of Fitness			
5.12 Principles of training including specificity, progressive overload, reversibility, adaptability, individuality and recovery time (units 1, 2, 3)	B1.4.1 Plan and prepare for an exercise session	Apply principles of training	<ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength <ul style="list-style-type: none"> ○ Hypertrophy • Muscular endurance • Flexibility • Body composition • Posture • Core stability
5.13 Effects of health related physical activities, to include resistance training, for example - improved posture, reduced risk of joint & soft tissue injuries, increased bone density, improved neuromuscular efficiency and cardio respiratory training, for example - reduced risk of CHD, improved body composition, and range of motion training (unit 1)	B1.5.3 Inform clients of the benefits of a healthy lifestyle	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
		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	Students should be able to demonstrate the following skills	Students should be able to cover the following range
5. Components of Fitness			
5.14 Principles of periodised training programmes in developing components of fitness (units 2, 3)			
5.15 Use of short, medium and long-term goals (micro, meso and macro) (units 2, 3)	B1.2.1 Identify and agree goals with the client	Agree with the client goals appropriate to their needs and condition	<ul style="list-style-type: none"> • Short, medium and long term goals • Physical activity goals • Lifestyle goals • Psychological goals • Social goals • Adherence goals • Specific, measurable, achievable, realistic and time-bound goals • Adherence to guidelines from recognised authorities <ul style="list-style-type: none"> ○ Physical activity for health ○ Physical activity for fitness ○ Lifestyle behaviour guidelines
5.16 Use of volume versus intensity through the periodisation stages (units 2, 3)			
5.17 Current ACSM or other recognised International guidelines for developing the different components of fitness, emphasising the distinction between activity for health (unit 1)			
5.18 Importance of adequate rest phases between training loads and the signs and symptoms of overtraining (unit 1)			

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
5. Components of Fitness			
5.19 The principles – frequency, intensity, time and type - for health and skill related components of fitness (units 1, 2, 3)	B1.4.1 Plan and prepare for an exercise session	Apply principles of training	<ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength <ul style="list-style-type: none"> ○ Hypertrophy • Muscular endurance • Flexibility • Body composition • Posture • Core stability

EHFA LEARNING OUTCOME
Students should know and understand the following
6. The Endocrine System
6.1 The main responsibilities of the nervous system to include: <ul style="list-style-type: none"> • Sensory input – monitoring events in and outside the body • Interpretation – analysing data • Motor output – response to incoming data
6.2 The two parts of the nervous system – the central nervous system (CNS) incorporating the brain and spinal cord and the peripheral nervous system (PNS) consisting of all nerves extending from the spinal cord, to include:
6.3 Role of the CNS in receiving input from the sense organs and receptors about the state of both the external and internal environment, collating all of the information and sending out messages via the motor neurons of the PNS to effectors (muscles and glands)
6.4 PNS and its divisions into somatic and autonomic branches
6.5 The somatic branch terminating at the neuromuscular junction controlling movement under voluntary control
6.6 Role of the autonomic nervous system in controlling cardiac and smooth muscle, the endocrine glands that secrete hormones and other organs, thereby regulating their activity
6.7 The two opposing branches (to include the neurotransmitters and receptors) and their roles, for example - sympathetic nerves speed up responses (including heart rate) and mobilise energy stores to get us ready for action. Parasympathetic nerves slow things down and are more active during periods of calm and relaxation
6.8 Regular activity for the nervous system which enhances ('hard wire') neuromuscular connections and improves all of the features of motor fitness such as reaction times, balance, spatial awareness and coordination

EHFA LEARNING OUTCOME

Students should **know** and **understand** the following

6. The Endocrine System

6.9 Main endocrine glands involved in exercise preparation and performance, for example - the role of the pancreas in the regulation of blood glucose levels through the hormones insulin and glucagons. The adrenal glands in the production of adrenaline which mobilises fat from adipose tissue, stimulates the breakdown of glycogen to glucose in muscle and assists the sympathetic nervous system. Testosterone and its influence on muscles

EHFA COMPETENCY

Students should be able to **demonstrate** the following

<p>B1.2.4 Integrate exercise science to the design of the programme</p>	<p>Apply the knowledge of related physiological concepts to programme design</p>	<ul style="list-style-type: none">• Nervous and Endocrine System• 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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EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
7. Psycho-social aspects of Health and Fitness (Unit 1)			
7.1 Psychological aspects of health and fitness, which are influential to health and fitness behaviour change, for example - behaviour modification, reinforcement, goal setting, social support and peer pressure			
7.2 Motives and barriers, perceived and actual to participation in physical activity, for example - relapse prevention model, self liberation and social liberation	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
7.3 Appropriate models for change such as the 'Prochaska & DiClemente' model and the characteristics of an individual at each stage and the appropriate interventions /strategies at each stage, for example - decisional balance, self efficacy, fitness testing, stimulus control, reinforcement management & counter conditioning	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 • Difference between advanced instructing and personal training • 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

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
7. Psycho-social aspects of Health and Fitness (Unit 1)			
	B1.5.2 Develop and apply strategies to motivate clients to join and adhere to an exercise programme	Integrate appropriate motivational strategies to encourage long term adherence to the programme and to positive lifestyle practices	<ul style="list-style-type: none"> • Motivational theories <ul style="list-style-type: none"> ○ Arousal theories • Behavioural Modification techniques <ul style="list-style-type: none"> ○ Stages of change ○ Pre contemplation ○ Contemplation ○ Preparation ○ Action ○ Maintenance • Needs of different category of client <ul style="list-style-type: none"> ○ Experienced or inexperienced ○ Active or inactive ○ Stages of fitness ○ Individual differences • Utilising techniques <ul style="list-style-type: none"> ○ Goal Setting ○ Cost benefit analysis ○ Rewards ○ Focusing ○ Support systems ○ Contingency plan or alternative activities ○ Recycle plan for relapses ○ Lifestyle changes ○ Self recognition of own barriers
		Match instructor qualities to client needs	<ul style="list-style-type: none"> • Instructor – client relationship • Task oriented instructional style

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following:	Students should be able to demonstrate the following	Students should be able to cover the following
7. Psycho-social aspects of Health and Fitness (Unit 1)			
	B1.5.3 Inform clients of the benefits of a healthy lifestyle	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
		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
7.4 Personal communication skills necessary to develop rapport in order to motivate individuals to start to exercise, adhere to exercise and return to exercise early, for example - motivational interviewing including active listening, social modelling & paraphrasing	B1.1.1 Collect information about the client	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 open, closed and probing questions • Listening • Motivate the client • Sensitivity • Discretion • Empathise with the client • Gain the confidence of the client • Non-judgemental manner • Establish and maintain an effective rapport with the client • Respect the individuality of the client • Self-evaluation

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
7. Psycho-social aspects of Health and Fitness (Unit 1)			
7.5 The importance of maintaining frequent contact with the client, including between sessions	B1.6.2 Monitor, evaluate and adjust programmes for individuals and groups	Maintain contact with clients between sessions and maintain their motivation	<ul style="list-style-type: none"> • Phone calls • Emails • Meetings
7.6 Signs and symptoms of stress, the effects of stress on health and strategies for dealing with stress	B1.5.3 Inform clients of the benefits of a healthy lifestyle	Provide clients with accurate information on stress management	<ul style="list-style-type: none"> • Stress management techniques <ul style="list-style-type: none"> ○ Exercise <ul style="list-style-type: none"> ▪ Different modes ○ Progressive relaxation ○ Autogenic training ○ Meditation

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
8.0 Appropriate information relevant to the ability to negotiate goals that are specific, measurable, achievable, realistic, time bound, to plan and carry out safe and effective programmes to enable thorough evaluation of planning options (unit 1)	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 • Lifestyle • Medical, health and exercise history • Attitude and motivation • Exercise preferences • Barriers to exercise • Stage of change/ readiness • Level of fitness
		Educate client on purpose of client appraisal	<ul style="list-style-type: none"> • Health and fitness status • Referral • Safety • Programme design • Goals • Measure progress
		Advise client of correct procedures, protocols and risks prior to commencing physical assessment	<ul style="list-style-type: none"> • Assessment protocols • Health concerns • Risks • Safety • Dress

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
<p>8.1 Correct screening procedures for:</p> <ul style="list-style-type: none"> Physical: previous and current level of activity and interests. Evaluation of current levels of all components of fitness - muscular strength, muscular endurance, cardio-pulmonary fitness, flexibility and motor skills (balance & coordination) Psychological: motivation to participate, perceived and actual barriers to participation, stage of readiness to participate and stated future goals and aspirations Medical: health history, current health status, particularly in relation to risk factors for heart disease, the identification of medical conditions that would necessitate medical clearance and past and present injuries and disabilities Lifestyle: work patterns, eating patterns, relevant personal circumstances, likes, dislikes and preferences toward physical activity (unit 1) 	<p>B1.1.1 Collect information about the client</p>	<p>Obtain informed consent</p> <hr/> <p>Conduct pre-fitness assessment screening to assess if client referral is recommended</p>	<ul style="list-style-type: none"> Source and administer standard approved informed consent documents Design informed consent documents <hr/> <ul style="list-style-type: none"> Questioning PAR-Q Guidelines for referral

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following:	Students should be able to demonstrate the following:	Students should be able to cover the following:
8. Collecting and Analysing Information			
8.2 The screening process to identify: risk factors for coronary heart disease; factors that limit the ability to participate or achieve goals; those requiring a referral to an appropriate medical professional or other clinician or medically supervised exercise program (unit 1)	B1.1.1 Collect information about the client	Seek and receive information from other health and medical professionals concerning the client when required	<ul style="list-style-type: none"> • Doctor/Medical Practitioner • Physiotherapist • Chiropractor • Occupational Therapist • Osteopath • Podiatrist • Nutritionist • Sports Scientist
	B1.1.5 Identify factors and where necessary refer the client to a more appropriate professional	Refer client to appropriate professional	<ul style="list-style-type: none"> • Standard criteria for referral • Professionals for referral (as above) • A more experienced exercise professional
	B1.7.1 Liaise with associated professionals relevant to the role of the fitness instructor	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
	B1.1.3 Analyse information and determine risk factors	Interpret all recorded data using accepted criteria	<ul style="list-style-type: none"> • All data gathered • Using standard criteria • Norms
		Prioritise key needs and responses	<ul style="list-style-type: none"> • According to client health status • According to client fitness status • According to clients expectations
		Identify and prioritise risk factors	<ul style="list-style-type: none"> • Medical, physical and psychological • Injury status • Fitness levels • Factors that might affect clients ability to participate in programmes

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following:	Students should be able to demonstrate the following:	Students should be able to cover the following:
8. Collecting and Analysing Information			
		Review and confirm data with client	<ul style="list-style-type: none"> • Clarify data • Utilising communication and Interpersonal Skills
		Develop a summary profile of client to assist in the design of a programme to meet clients needs	Collate and categorise data
8.3 Legal responsibilities regarding client records and confidentiality, for example - all client records must be filed securely and retained in line with statutory requirement of each country (unit 1)	B1.1.2 Record information	Record information in an effective manner	<ul style="list-style-type: none"> • Accuracy • Interview data • Questionnaire results • Fitness assessment results • Records of all sessions
		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
	B1.4.1G Plan and prepare for an exercise session	Write a fitness plan for the client	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
		Record plans on a suitable programme/ session card	

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
<p>8.4 How to adapt programmes for participants with particular needs including: sedentary, recovering from injury, over-trained, peak performer, sport specific performer and obese (unit 1)</p>	<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 adaptation of programmes to meet clients abilities, needs, lifestyle and exercise preferences</p>	<ul style="list-style-type: none"> • Principles of training • Session phase • Programme types • Categories of clients <ul style="list-style-type: none"> ○ Experienced/ inexperienced ○ Active/inactive <ul style="list-style-type: none"> ▪ Common medical conditions and cleared by medical practitioner such as <ul style="list-style-type: none"> • Hypertension • Diabetes • Asthma, • Arthritis • Back problems ○ Injuries (sprains, strains, tendonitis, bursitis, shin splints, chondromalacia, tennis elbow, ligament tear, dislocation)

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
<p>8.5 Appropriate use of:</p> <ul style="list-style-type: none"> • Medical questionnaires: Physical Activity Readiness Questionnaire (PAR-Q), medical clearance, informed consent, psychological questionnaires and lifestyle questionnaires (unit 1) • Other professionals: doctors, physiotherapists, neuromuscular therapists and consultants (unit 1) • Fitness assessments: cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, postural analysis, body composition (units 2, 3) • Postural assessment – to include: <i>optimal postural alignment, postural deficiencies and postural deviations, factors affecting posture, posture and client health, static and dynamic postural analysis, selection of suitable assessments, symmetry in development, range of motion co-ordination in muscles and joints and gait</i> (units 2, 3) 	<p>B1.1.1 Collect information about the client</p>	<p>Collect information about the client using approved methods and techniques</p>	<ul style="list-style-type: none"> • Interview • Observation • Design health and physical activity appraisals • Administer health and physical activity appraisals/ questionnaire • Studying written information e.g. PAR-Q Questionnaire • Documentation from other health care professionals • Fitness assessment <ul style="list-style-type: none"> ○ Flexibility ○ Strength ○ Local muscular endurance ○ Aerobic capacity ○ Body composition ○ Posture

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
		Select assessments appropriate to the assessment conditions	<ul style="list-style-type: none"> • With/without equipment • Individual versus group assessment • Factors affecting assessment validity, reliability and objectivity <ul style="list-style-type: none"> ○ Surface ○ Temperature and weather conditions ○ Personnel conducting assessment ○ Health and personal status of the client
		Conduct postural analysis on client	<ul style="list-style-type: none"> • Static • Dynamic •
		Supervise client physical assessment in a safe and effective manner	
		Understand and apply guidelines for referral	<ul style="list-style-type: none"> • Monitor <ul style="list-style-type: none"> ○ Technique ○ Intensity ○ Safety • Correct and reinforce • Reassure and relax • Assessment protocols

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
8. Collecting and Analysing Information			
8.6 Limitations of fitness instructor	B1.1.5 Identify factors and where necessary refer the client to a more appropriate professional	Refer client to appropriate professional	<ul style="list-style-type: none"> • Industry guidelines • Facility guidelines • National guidelines
	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"> • Standard criteria for referral • Professionals for referral • A more experienced exercise professional • Doctor/Medical Practitioner • Physiotherapist • Chiropractor • Occupational Therapist • Osteopath • Podiatrist • Nutritionist • Sports Scientist
		Consult with associated professionals on proposed assessment methods, exercise plan and activities and seek feedback	<ul style="list-style-type: none"> • Doctor/medical Practitioner • Physiotherapist • Chiropractor • Occupational Therapist • Osteopath • Podiatrist • Dietician • Related organisations

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
		Follow agreed roles and responsibilities	<ul style="list-style-type: none"> • Varied methods of communicating with associated professionals • Provision of accurate and sufficient description of proposed assessment methods • Advice on exercise plan and activities • Receive feedback and recommendations from associated professionals
		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"> • National and industry standards • Professional boundaries • Codes of ethics for working with others • Working within own competence • Client confidentiality • Data protection
		The principles that underpin personal training and how personal training differs from other types of physical activity instruction	
		Select assessments appropriate to the category of client	<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	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
8.7 Appropriate health and fitness assessments specific to the client's needs (units 2, 3)		Supervise client physical assessment in a safe and effective manner	<ul style="list-style-type: none"> • Experienced or inexperienced • Stage of fitness <ul style="list-style-type: none"> ○ Beginner ○ Intermediate ○ Advanced • Medical and injury status
		Present results to client in an effective manner	<ul style="list-style-type: none"> • Monitor <ul style="list-style-type: none"> ○ Technique ○ Intensity ○ Safety • Correct and reinforce • Reassure and relax • Assessment protocols
8.8 How to set long, medium and short term goals for the following periods: <ul style="list-style-type: none"> • Short term goal (microcycle) • Medium term goal (mesocycle) • Long term goal (macrocycle) (units 2, 3) 	B1.1.4 Inform client of analysis and discuss/agree the outcomes	Discuss the results	<ul style="list-style-type: none"> • Language and terms understood by client • Simplify technical information • Communication and Interpersonal Skills
		Educate clients on the benefits of a fitness programme and positive lifestyle practices	<ul style="list-style-type: none"> • In relation to <ul style="list-style-type: none"> ○ Standard norms ○ Client lifestyle practices ○ Potential implications
		Agree with the client goals appropriate to their needs and condition	<ul style="list-style-type: none"> • Physical, mental, social and health • In relation to current client practices and status • Positive lifestyle practices • Behaviour practices • Respond to client's queries

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
	B1.2.1 Identify and agree goals with the client	Identify potential barriers to the client achieving these goals	<ul style="list-style-type: none"> • Short, medium and long term goals • Physical activity goals • Lifestyle goals • Psychological goals • Social goals • Adherence goals • Specific, measurable, achievable, realistic and time-bound goals • Adherence to guidelines from recognised authorities <ul style="list-style-type: none"> ○ for physical activity for health ○ for physical activity for fitness ○ Lifestyle behaviour guidelines
		Apply the components of health related fitness and their function to selecting appropriate activities	<ul style="list-style-type: none"> • Physical • Psychological • Lifestyle/Social
8.9 Incorporating the principles of training (frequency, intensity, duration, type, adherence, overload, progressive overload, specificity, reversibility, individuality and recovery) in respect of developing muscular strength, muscular endurance, neuromuscular efficiency, cardio-respiratory fitness and flexibility – in relation to a variety of individual needs and abilities (units 2, 3)	B1.2.2 Select and agree appropriate components of fitness and activities with the client	Identify general exercises and activities that target specific components of fitness	<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

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
		Consider medical or injury problems identified during client assessment when selecting appropriate exercises, activities and components	<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 ○ Posture ○ Core stability
		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	<ul style="list-style-type: none"> • Contraindications for specific medical conditions or injuries • Recommendations for specific medical conditions or injuries • Adaptations or modifications to <ul style="list-style-type: none"> ○ Individual exercises ○ Equipment selection ○ Programme

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
	B1.2.3 Integrate the principles of training	Apply the knowledge of principles of training and components of health related fitness to the adaptation of programmes to meet clients abilities, needs, lifestyle and exercise preferences	<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 ○ Periodise (short term and progressive) personalised ○ Session phases ○ Resources ○ Scheduling • Programme Phase <ul style="list-style-type: none"> ○ Preparation phase ○ Conditioning phase ○ Recovery phase ○ Adaptation phase • 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 ○ Posture ○ Core stability • Determining and varying modality and intensity of exercise • Develop integrated activity plan • Identify & allocating resources • Aligning training

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
8. Collecting and Analysing Information			
			<ul style="list-style-type: none"> • Principles of training • Session phase • Programme types • Categories of clients <ul style="list-style-type: none"> ○ Experienced/ inexperienced ○ Active/inactive <ul style="list-style-type: none"> ▪ Common medical conditions and cleared by medical practitioner such as <ul style="list-style-type: none"> • Hypertension • Diabetes • Asthma, • Arthritis • Back problems • Injuries (sprains, strains, tendonitis, bursitis, shin splints, chondromalacia, tennis elbow, ligament tear, dislocation)

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
9.1 The difference between planning supervised and unsupervised activities and how to build these into a timetable of sessions	B1.4.1 Plan and prepare for exercise sessions	Collect, record and analyse accurate information about the facility/environment	<ul style="list-style-type: none"> • The facility/environment <ul style="list-style-type: none"> ○ Size ○ Access ○ Equipment
		Design the exercise sessions	<ul style="list-style-type: none"> • Gym based • Studio based • Water based • Sports Hall • Outdoors • Client's home or other confined space
		Select modes of exercise within sessions	<ul style="list-style-type: none"> • Gym based (resistance training) • Studio based • Water based • Home based or confined space (body weight exercises and use of safe improvisation) • Outdoor based (body weight exercises and use of safe improvisation)
		Write cardiovascular, stretching, body fat reduction, muscle endurance, strength, and hypertrophy programs at a level appropriate to the fitness level of each client	Exercise Variables <ul style="list-style-type: none"> • Repetitions • Sets • Workload • Intensity • Training frequency • Workout time • Exercise order • Speed of movement • Range of movement • Circuits

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
		Plan timings and sequences for the sessions	Effective balance of <ul style="list-style-type: none"> • Instruction • Activity • Discussion
	B1.4.3 Teach clients planned activities for the sessions	Programme a range of activities into a session or programme	<ul style="list-style-type: none"> • Appropriate to phase and goals of the session • Appropriate to abilities of clients • Assisted activities • Functional activities • Assisted modifications • Proprioception training • Planned activities • Unplanned activities
9.2 Principles of overload, specificity, progression and general adaptations and how they relate to exercise programming and a variety of individual wants, goals and needs (units 2, 3)	B1.4.1 Plan and prepare for exercise sessions	Apply principles of training	<ul style="list-style-type: none"> • Cardiovascular endurance • Muscular strength • Muscular endurance • Flexibility • Body composition • Posture • Core Stability
	B1.2.2 Select and agree appropriate components of fitness and activities with the client	Confirm programme reflects agreed goals Provide clients with accurate information about the recommended programme to agree commitment	<ul style="list-style-type: none"> • Present recommendations in understandable format and language • Explain potential outcomes and benefits of recommendations • Explain level of commitment and time required to achieve goals • Employ effective interpersonal skills • Seek agreement and commitment from client

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
9.3 Signs and symptoms of excessive effort that would indicate a change of intensity (units 2, 3)		Describe to the client the anticipated physiological adaptations that the body makes in response to the specified resistance training	
9.4 Ability to recognise correct exercise technique to include appropriate positioning, correct settings for CV machines and general safety considerations (unit 3)	B1.4.3 Teach clients planned activities for the session	Observe and monitor client performance and make frequent and detailed adaptations during the session	<ul style="list-style-type: none"> • Safety • Effectiveness • Intensity • Discomfort • Technique
9.5 Ability to modify exercises appropriate to a variety of individual needs (units 2, 3)	B1.4.3 Teach clients planned activities for the session	Observe and monitor client performance and make frequent and detailed adaptations during the session	<ul style="list-style-type: none"> • Safety • Effectiveness • Intensity • Discomfort • Technique
9.6 Training variables, to include: <i>choice of exercises, sequence of exercise, resistance and repetitions, number of sets, rest between sets (recovery), speed of movement, type of muscle contraction, duration of session, rest between sessions, volume of training, split routines</i> (units 2, 3)	B1.4.1G Plan and prepare for an exercise session	Plan sufficient recovery time between training sets	
9.7 Use of the above variables to develop strength, endurance, hypertrophy, speed and power (units 2, 3)			

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
9.8 Advantages and disadvantages of exercising at various intensities for: sedentary (untrained) experienced (trained), high performers (well trained) (units 2, 3)			
9.9 Calculations of repetition maximums (1RM – 10RM) (unit 2)			
9.10 Commonly used resistance training systems, to include: <i>single set training, circuit resistance training, basic sets, Delorme and Watkins 10R.M. system, Berger 6 R.M. system, super setting (agonist/antagonist), super setting (2 exercises for same muscle), Pyramid systems, forced repetitions</i> (unit 2)	B1.4.3/B1.4.3G Teach clients planned activities for the session	Utilise a range of advanced training techniques with your clients	<ul style="list-style-type: none"> • Advanced resistance training systems <ul style="list-style-type: none"> ○ Delorme and Watkins 10RM system ○ Berger 6RM system ○ Super setting (agonist/antagonist) ○ Super setting (2 exercises for the same muscle) ○ Pyramid systems ○ Forced reps • Advanced cardiovascular training systems <ul style="list-style-type: none"> ○ Interval training ○ Fartlek ○ Peripheral heart flow training

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
		Provide safe and effective use of a range of fixed resistance and free weight exercises (including preparing the clients physically for the session using safe and effective warm ups, and ending the session using safe and effective cool downs)	<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 ○ Weights ○ Barbells ○ Dumbbells ○ Collars ○ Benches ○ Mats ○ Outdoor environment
		Use a spotter for appropriate exercises including squats and bench	
9.11 Commonly used cardio respiratory training, to include: <i>Interval, fartlek, aerobic, anaerobic and peripheral heart flow training</i> (unit 3)	B1.4.3 Prepare clients for the session	Explain the aim and demands of the session	Provide clients with clear information about: <ul style="list-style-type: none"> • Activities • Sessions • Exercises
	B1.4.3 Teach clients planned activities for the session	Provide safe and effective use of a range of cardio vascular exercises (including preparing the clients physically for the session using safe and effective warm ups, and ending the session using safe and effective cool downs)	<ul style="list-style-type: none"> • Cardiovascular <ul style="list-style-type: none"> ○ Upright cycle ○ Recumbent cycle ○ Treadmill ○ Stepper ○ Rowing machine ○ Elliptical/ cross trainer • Outdoor Environment
		Utilise a range of advanced training techniques with your client	<ul style="list-style-type: none"> • Advanced cardiovascular training systems <ul style="list-style-type: none"> ○ Interval training ○ Fartlek ○ Peripheral heart flow training

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
9.12 The suitability of each training system for the client, when fitness levels and goals are considered (units 2, 3)	B1.4.4 Evaluate the session and personal performance	Evaluate the session	Against: <ul style="list-style-type: none"> • Session aims • Session plans • 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
9.13 Safe and effective use of equipment (units 2, 3)	B1.4.1 Plan and prepare for exercise sessions	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
		Assess and minimise risks before the session	<ul style="list-style-type: none"> • Facility • Equipment • Activities • Clients • Emergency procedures

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9. Exercise Programming			
	B1.4.3G Teach clients planned activities for the session	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
9.14 Basic principles of progressive programming (units 2, 3)	B1.4.3G Teach clients planned activities for the session	Understand the importance of progressive fitness advice and how to offer it in a gym based exercise session	
9.15 Reasons for using periodisation (units 2, 3)			
9.16 Basic principles of periodisation to include the main two variables, volume and intensity (units 2, 3)			
9.17 Macrocycle (long term), mesocycle (medium term) microcycle (short term) (units 2, 3)			
9.18 Teaching strategies to enhance the individual's performance (units 2, 3)	B1.4.2 Prepare clients for the session	Ensure appropriate positioning of clients	<ul style="list-style-type: none"> • Appropriate space between clients to allow instructor-client observation • To ensure safety

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Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
	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
		Use of motivational strategies	
		Follow the relevant guidelines for hands-on contact with clients	<ul style="list-style-type: none"> • National code of ethics • Health and safety guidelines
		Utilise the principle of reinforcement	<ul style="list-style-type: none"> •
		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 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
		Ensure clients understanding of explanations and instructions	<ul style="list-style-type: none"> • Give opportunity for feedback

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
9.19 How to carry out frequent and detailed analyses of a client's performance and make assisted modifications and adaptations	B1.4.3 Teach clients planned activities for the session	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
		Observe and monitor client performance and make frequent and detailed adaptations during the session	<ul style="list-style-type: none"> • Safety • Effectiveness • Intensity • Discomfort • Technique
		Adapt activities during the session	Due to: <ul style="list-style-type: none"> • Numbers • Clients needs and abilities • Equipment • Facility • Weather

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Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
9.20 Appropriate methods to adjust programmes to meet the changing needs and circumstances of clients (units 2, 3)	B1.6.1 Review and modify the programme <i>on a</i> sessional basis 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	Undertake regular assessments to monitor client progress and achievement of goals	<ul style="list-style-type: none"> • Category of client • Individual or group assessment • Stage of fitness • Components of fitness • Appropriate to activity and programme • Lifestyle • Fitness levels • Adherence • Satisfaction

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Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
		Review client goals based on results	<ul style="list-style-type: none"> • Long term and short term goals • Category of client • Individual or group • Stage of fitness • Client needs, abilities, lifestyle and preferences
		Revise programme based on results and revised goals	<ul style="list-style-type: none"> • Components of fitness • Stage of fitness • Client needs, abilities and lifestyle • Exercise preferences • Available resources, services, time
9.21 Methods of monitoring exercise intensity, to include: <i>maximum heart rate formula, rate of perceived exertion (RPE) scales (both 6-20 and 1-10), metabolic equivalents (METs), kilocalories per hour (Kcal/hr, visual assessment, verbal assessment (talk test) (units 2, 3)</i>			
9.22 Awareness of own limitations and when to refer clients to other relevant professionals, for example - exercise specialist, medical professional (units 2, 3)	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 • Chiropractor • Occupational Therapist • Osteopath • Podiatrist • Dietician • Related organisations

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
9. Exercise Programming			
		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 • Provision of accurate and sufficient description of proposed assessment methods, • 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

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
10. Environment and Resources			
10.1 Types of environment within which advanced fitness instructing or personal training may be delivered and how to make best use of these	B1.4.2 Prepare clients for the session	Advise of emergency procedures	<ul style="list-style-type: none"> • Facilities emergency procedures • Health and safety requirements
	B1.4.3 Teach clients planned activities for the session	Ensure clients have appropriate footwear and clothing	<ul style="list-style-type: none"> • For specific session <ul style="list-style-type: none"> ○ Gym based ○ Exercise to music ○ Water based ○ Home based ○ Outdoors based
		Make best use of the environment in which personal training clients are exercising	<ul style="list-style-type: none"> • Gym • Studio/Sports Hall • Outdoors • Client's home or other confined space
10.2 Specific health and safety issues about delivering advanced fitness instructing or personal training in a Gym or in an environment not designed for physical activity instruction	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	Students should be able to demonstrate the following	Students should be able to cover the following
10. Environment and Resources			
		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 <ul style="list-style-type: none"> ▪ Behaviour, attitudes, needs ○ Operations <ul style="list-style-type: none"> ▪ 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 ○ Exercise studio and gym ○ Aqua equipment and pool

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
10. Environment and Resources			
			<ul style="list-style-type: none"> ○ Sound system ○ Surfaces ● Breaches in risk management procedures/health and safety ● Maintenance of risk management/health and safety records
10.3 How to improvise effective activities with the client according to the resources available	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
	B1.3.3 Ensure compliance with appropriate legislative requirements	Ensure compliance with appropriate insurance guidelines	<ul style="list-style-type: none"> ● Public liability ● Personal indemnity
		Incorporate a range of equipment into a session or programme	<ul style="list-style-type: none"> ● Fixed equipment ● Portable equipment ● Items not designed for fitness training

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
11. Nutrition (Unit 1)			
11.1 Dietary role of, and common dietary sources for each of the six main nutrients - carbohydrate, fat, protein, vitamins, minerals and water	B1.5.3 Inform clients of the benefits of a healthy lifestyle	Provide clients with accurate information on principles of nutrition and weight management	<ul style="list-style-type: none"> • Different categories of clients • Principles of good nutrition • Factors affecting dietary needs • Energy balance and body composition • Metabolism and different metabolic needs • Thermogenesis • Energy requirement for different levels of activity • Evaluating participants nutritional status • Dietary modifications • Effective and ineffective methods for altering body composition • Myths and fallacies • Gender differences • Body type • Body image • Gastrointestinal disorders and medical conditions affected by poor nutrition and nutritional deficiencies • Eating disorders <ul style="list-style-type: none"> ○ Signs, symptoms, duty of care • Limitations of the Fitness Instructor, ethical considerations and guidelines for referral
11.2 Role and desirable levels of total cholesterol, HDLs and LDLs in the body, including the total cholesterol:HDL ratio			

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
11. Nutrition (Unit 1)			
11.3 Examples of food items in each of the four basic food groups			
11.4 How to develop a healthy, balanced diet			
11.5 Healthy eating patterns			
11.6 How dietary intake influences health			
11.7 Lifestyle advice, to include guidelines regarding tobacco, alcohol, caffeine (current government guidelines)			
11.8 How some medical conditions, for example - CHD, diabetes mellitus, obesity, osteoporosis - may be impacted by nutrition (general advice)			
11.9 Energy needs for different activities, sports and fitness plans			
11.10 The role of carbohydrate, fat and protein as fuels for aerobic and anaerobic exercise			
11.11 Safe and effective methods for managing and/or losing weight (fat), to include: <i>menu design for health, weight (fat) loss/gain, energy balance, appropriate 'weight' loss goals</i>	B1.2.5 Design physical activity programmes for weight management	Apply the knowledge of principles of training, components of health related fitness and advanced exercise science to the design of a weight management programme	<ul style="list-style-type: none"> • Obesity, overweight, underweight • Physiology and implications • Exercise risks • Principles of weight management (see unit 5) • Principles of training • Programme goals • Programme phase • Programme types • Specific fitness adaptations

EHFA LEARNING OUTCOME	EHFA COMPETENCY	SKILLS	RANGE
Students should know and understand the following	Students should be able to demonstrate the following	Students should be able to demonstrate the following	Students should be able to cover the following
11. Nutrition (Unit 1)			
11.12 Appropriate referral/advice organisations			
11.13 Analysis of current weight-loss fads and popular diets			

EHFA Sales & Marketing for Personal Training

OPTIONAL UNIT PT2

EHFA LEARNING OUTCOME	EHFA COMPETENCY
Students should know and understand the following	Students should be able to demonstrate the following
1.1 Where to find out information about the market	Research existing and new markets for services
1.2 How the market is segmented – for example, by age, income, lifestyle, image, buying habits, occupation, social class, the benefits required	Identify the types of client who might be interested in services and the benefits they are looking for
1.3 How to assess the market for services, taking account of the price of your services, how to promote the service, customer needs and expectations, and trends in the industry	Identify existing and new trends in the industry
1.4 How to develop services that address a 'niche' in the market	Develop and cost services that will be attractive to potential clients
1.5 How to cost services and develop marketing and sales plans that take account of cash flow and tax considerations	Develop and cost services that will be attractive to potential clients
1.6 The importance of having realistic and achievable targets for your marketing and sales (taking into account income required)	Set realistic and achievable sales targets within reasonable timescales
1.7 The importance of being able to evaluate sales and marketing plans and how to develop ways of monitoring and evaluating marketing and sales	Decide how to evaluate marketing and sales
1.8 How to identify the best ways of reaching potential clients – for example, by approaching potential clients directly, by using other staff to approach potential clients on your behalf and by advertising materials	Identify the best ways to reach potential clients
1.9 How to present your services so that they and their benefits will be attractive to clients	Present services so that they are attractive to potential clients – for example, talking to people, printed documents, electronically
1.10 Different ways of presenting your services – for example, leaflets, advertisements, website materials and preparing 'scripts' so that you or others can approach clients directly	Provide written, spoken and electronic information about services and benefits clearly, accurately and in a way that will motivate the client to take them up
1.11 Why it is important to correctly identify a client's needs and expectations in relation to the services you offer	Make sure that the client is ready to commit themselves to the sale
1.12 How to communicate your services and their benefits clearly and in a way that will motivate your clients to take them up	
1.13 The types of buying signals that a client might give that will help you to move the sale on, and how to use these	Identify buying signals from the client and use these to move the sale on
1.14 The importance of being able to negotiate services that meet the client's needs and your own, and how to negotiate a sale	Identify client needs and expectations

EHFA LEARNING OUTCOME	EHFA COMPETENCY
Students should know and understand the following	Students should be able to demonstrate the following
1.15 Why it is important to agree terms with the client and how to do so	<ul style="list-style-type: none"> • Offer and agree a service that meets the client's needs as well as own needs • Agree terms with the client and make sure that they are satisfied with the sale • Make sure that all relevant documents are completed
1.16 The importance of keeping up to date information on marketing and client enquiries	Keep track of marketing and sales and compare what is achieved with targets
1.17 The features of a client service management system and how to choose a method that is most appropriate to you and your business	<ul style="list-style-type: none"> • Develop and keep an up to date client service management system • Keep in regular contact with existing clients and with those who have made enquiries • Provide clients with information on new and existing services • Respond promptly and positively to further enquiries and make efforts to obtain new business • Follow all legal and organisational requirements for data protection