



HFI Certified Fitness Instructor - including Active IQ Level 2 Certificate in Gym Instructing (REPs Level2)

Contents

Summary of Syllabus

Full Syllabus

Contents

Unit One: Anatomy and Physiology for Exercise

Anatomy and physiology for exercise

The skeletal system

The muscular system

The nervous system

The life-course of the musculoskeletal system
and its implications for special populations

The respiratory system

The circulatory system

The energy systems

Unit Two: Know How to Support Clients Who Take

Part in Exercise and Physical Activity

Supporting Clients Who Take Part in Physical Activity

Forming effective working relationships with clients

Supporting clients to adhere to exercise / physical activity

Addressing barriers to exercise / physical activity that clients experience

Providing ongoing customer service

Unit Three: Health, Safety and Welfare in a Fitness Environment

Health, Safety and Welfare in a Fitness Environment

Health and safety

Physical activity readiness questionnaire (PAR-Q)

How to control risks in a fitness environment

Emergency procedures in a fitness environment

Safeguarding children and vulnerable adults

Unit Four: Principles of Exercise, Fitness and Health

Principles of exercise, fitness and health

Components of fitness

Health benefits of physical activity

Effects of exercise on the body

Resistance training

Warm up and cool down

Principles and variables of fitness in an exercise programme

Monitoring exercise intensity

Contraindications to exercise and key safety guidelines for special populations

Importance of healthy eating

Unit Five: Planning Gym-Based Exercise Planning Gym-Based Exercise

Collecting client information to plan gym-based exercise

Planning safe and effective gym-based exercise

Group Training

Unit Six: Instructing gym-based exercise

Instructing gym-based exercise

Session preparation

Instructional skills

Session conclusion

Exercise archive

Cardiovascular machines

Dynamic flexibility

Free weights

Upper body

Lower body

Resistance machines

Lower body

Bodyweight

Static flexibility

Summary of Syllabus (see [full syllabus](#) further down the page)

Unit 1

Anatomy and Physiology for Exercise

Aim: To provide learners with a basic knowledge of anatomy and physiology and how it relates to exercise and fitness.

Learning outcomes

By the end of this unit the learner will be able to:

- describe the structure and function of the skeleton
- list the joints of the skeleton
- describe the structure and function of the muscular system
- describe the life-course of the musculoskeletal system and its implications for special populations and exercise
- describe the nervous system and its relation to exercise
- describe energy systems and their relation to exercise

Introduction

With a basic understanding of anatomy and physiology in relation to exercise the fitness instructor will gain an appreciation of the demands placed on the body when instructing physical activity. In turn this awareness will assist the instructor in designing an effective programme of exercise.

Unit Two

Know How to Support Clients Who Take Part in Exercise and Physical Activity

Exercise and Physical Activity

Aim: To provide learners with the knowledge needed to provide ongoing customer service and how to support clients taking part in exercise and physical activity

Learning outcomes

By the end of this unit the learner will:

- understand how to form effective working relationships with clients
- understand how to address barriers to exercise/physical activity that clients experience
- understand how to support clients to adhere to exercise/physical activity
- understand how to provide ongoing service to clients

Introduction

It is important for an instructor to know how to support clients who take part in exercise and physical activity. Communicating effectively with customers and implementing strategies to promote adherence to physical activity will be more likely to secure long term involvement with exercise than the training regime alone.

Unit Three

Health, Safety and Welfare in a Fitness Environment

Aim: To provide learners with the knowledge and understanding that instructors need to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.

Learning outcomes

By the end of this unit the learner will:

- understand emergency procedures in a fitness environment
- understand health and safety requirements in a fitness environment
- understand how to control risks in a fitness environment
- understand how to safeguard children and vulnerable adults

Introduction

Health and safety is of primary importance in the health and fitness industry.

Instructors must be legally aware of their organisation's health and safety and duty of care policies and procedures to uphold the health, safety and welfare of their colleagues and those participating in physical activity.

Unit Four

Principles of Exercise, Fitness and Health

Aim: To provide the knowledge an instructor needs to programme safe and effective exercise for a range of clients and to understand the health benefits of physical activity and the importance of healthy eating.

Learning outcomes

By the end of this unit the learner will:

- understand the components of fitness
- understand the health benefits of physical activity
- understand the effects of exercise on the body
- understand how to apply the principles and variables of fitness to an exercise programme
- understand how to safely monitor exercise intensity
- understand the exercise contraindications and key safety guidelines for special populations
- understand the importance of healthy eating

Introduction

Knowledge of the health benefits of physical activity, the importance of healthy eating together with the effects which exercise has on the body will enable the fitness instructor to design safe and effective exercises for a range of clients.

Unit Five

Planning Gym-Based Exercise

Aim: To provide the learner with the skills and knowledge required to plan and prepare a gym-based exercise programme with apparently healthy adults – both individuals and groups.*

Learning outcomes

By the end of this unit the learner will be able to:

- collect client information to plan gym-based exercise
- use client information to plan gym-based exercise
- plan gym-based exercise with clients
- collect and use information to plan a gym-based exercise programme
- plan a safe and effective gym-based programme with clients

Introduction

Planning prior to the delivery of a gym-based session is essential to ensure a safe and effective session is carried out. Planning will enable the gym instructor to ascertain the client's goals and will, therefore, provide a reference for the construction of programmes suitable to the client's needs and levels of fitness.

* This may include young people in the 14-16 age range, provided they are part of a larger adult group and also covers working with individual older adults, ante and post-natal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed.

Unit Six

Instructing Gym-Based Exercise

Aim: This unit covers the skills and knowledge a fitness instructor needs to instruct and supervise gym-based exercise to apparently healthy adults.*

Learning outcomes

By the end of this unit the learner will be able to:

- provide gym-based exercise
- prepare self and equipment for gym-based exercise
- prepare clients for gym-based exercise
- instruct and supervise clients undertaking gym-based exercise
- bring a gym-based exercise session to an end
- reflect on providing gym-based exercise
- support clients taking part in gym-based exercise

Introduction

Instructional skills form the cornerstone of a gym instructor's professional practice. Even the most knowledgeable of fitness professionals will struggle to provide the best service to gym members if they lack the ability to instruct clients in gym-based exercise effectively.

* This may include young people in the 14-16 age range, provided they are part of a larger adult group and also covers working with individual older adults, pre and post-natal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed.

MORE INFORMATION.....

Full Syllabus

Unit 1

Unit Title: Anatomy and physiology for exercise

Learning outcomes

The learner will:

Assessment criteria

The learner can:

1. Understand the structure and function of the circulatory system
 - 1.1 Identify the location of the heart
 - 1.2 Describe the function of the heart
 - 1.3 Describe the structure of the heart
 - 1.4 Describe how blood moves through the four chambers of the heart
 - 1.5 Describe systemic and pulmonary circulation
 - 1.6 Describe the structure and functions of blood vessels
 - 1.7 Define blood pressure
 - 1.8 Identify blood pressure classifications
2. Understand the structure and function of the respiratory system
 - 2.1 Identify the location of the lungs
 - 2.2 Describe the function of the lungs
 - 2.3 Describe the structure of the lungs
 - 2.4 Identify the main muscles involved in breathing
 - 2.5 Describe the passage of air through the respiratory tract
 - 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs
3. Understand the structure and function of the skeleton
 - 3.1 Describe the basic functions of the skeleton
 - 3.2 Identify the structures of the axial skeleton
 - 3.3 Identify the structures of the appendicular skeleton
 - 3.4 Explain the classification of bones
 - 3.5 Explain the structure of long bone
 - 3.6 Explain the stages of bone growth
 - 3.7 Describe posture in terms of:
 - curves of the spine
 - neutral spine alignment
 - potential ranges of motion of the spine
 - postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
4. Understand joints in the skeleton
 - 4.1 Describe the classification of joints
 - 4.2 Describe the structure of synovial joints
 - 4.3 Describe the types of synovial joints and their range of motion
 - 4.4 Describe joint movement potential and joint actions
5. Understand the muscular system
 - 5.1 Identify the three types of muscle tissue

- 5.2 Define the characteristics and functions of the three types of muscle
- 5.3 Describe the basic structure of skeletal muscle
- 5.4 Name and locate the anterior skeletal muscles
- 5.5 Name and locate the posterior skeletal muscles
- 5.6 Describe the structure and function of the pelvic floor muscles
- 5.7 Describe the different types of muscle action
- 5.8 Identify the joint actions brought about by specific muscle groups
- 5.9 Identify skeletal muscle fibre types and their characteristics
- 6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise
- 6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:
 - young people in the 14-16 age range
 - antenatal and postnatal women
 - older people (50 plus)
- 7. Understand energy systems and their relation to exercise
- 7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate
- 7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise
- 8. Understand the nervous system and its relation to exercise
- 8.1 Describe the role and functions of the nervous system
- 8.2 Describe the principles of muscle contraction
- 8.3 Describe the 'all or none law'/motor unit recruitment
- 8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness

Assessment Externally set and marked multiple-choice question paper (70% pass required)

Unit 2

Unit Title: Know how to support clients who take part in exercise and physical activity

Learning outcomes

The learner will:

Assessment criteria

The learner can:

- 1. Understand how to form effective working relationships with clients
 - 1.1 Explain why it's important to form effective working relationships with clients
 - 1.2 Explain why it's important to present oneself and the organisation positively to clients

- 1.3 Describe how different communication skills can be used to assist clients with motivation
 - 1.4 Explain the importance of valuing equality and diversity when working with clients
 2. Understand how to address barriers to exercise/ physical activity that clients experience
 - 2.1 Identify the typical barriers to exercise/physical activity that clients experience
 - 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
 - 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence
 - 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity
 3. Understand how to support clients to adhere to exercise/physical activity
 - 3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation
 - 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence
 - 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity
 - 3.4 Describe how to set short, medium and long term SMART goals
 - 3.5 Describe how to review and revise short, medium and long term SMART goals
 4. Understand how to provide ongoing customer service to clients
 - 4.1 Explain the importance of client care both for the client and the organisation
 - 4.2 Explain why it is important to deal with clients' needs to their satisfaction
 - 4.3 Identify where to source relevant and appropriate information to meet clients' needs
 - 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively
 - 4.5 Give examples of how to exceed customer expectations, when appropriate
 - 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
- Assessment Client interview and worksheet

Unit 3

Unit Title: Health, safety and welfare in a fitness environment

Learning outcomes

The learner will:

Assessment criteria

The learner can:

1. Understand emergency procedures in a fitness environment
 - 1.1 Identify the types of emergencies that may occur in a fitness

environment

1.2 Describe the roles that different staff and external services play during an emergency

1.3 Explain the importance of following emergency procedures calmly and correctly

1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

2. Understand health and safety requirements in a fitness environment

2.1 Outline why health and safety is important in a fitness environment

2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment

2.3 Describe Duty of Care and professional role boundaries in relation to special population groups

2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation

2.5 Describe the types of security procedures that may apply in a fitness environment

2.6 Describe the key health and safety documents that are relevant in a fitness environment

3. Understand how to control risks in a fitness environment

3.1 Identify possible hazards in a fitness environment, relating to:

- facilities
- equipment
- working practices, including lifting and handling of equipment
- client behaviour
- security
- hygiene

3.2 Describe how to risk assess the types of possible hazards in a fitness environment

3.3 Describe how to control risks associated with hazards in a fitness environment

3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

4. Understand how to safeguard children and vulnerable adults

4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults

4.2 Describe the responsibilities and limitations of a fitness instructor with regard to safeguarding children and vulnerable adults

4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

4.6 Describe the procedures to follow to protect oneself from accusations of abuse

4.7 Identify the statutory agencies responsible for safeguarding children

and vulnerable adults

4.8 Explain when it may be necessary to contact statutory agencies

4.9 Describe how to maintain the confidentiality of information relating to possible abuse

Assessment Worksheet

Unit 4

Unit Title: Principles of exercise, fitness and health

Learning outcomes

The learner will:

Assessment criteria

The learner can:

1. Understand the effects of exercise on the body

1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training

1.2 Identify the short and long term effects of exercise on blood pressure

1.3 Describe the “blood pooling” effect following exercise

1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise

1.5 Describe delayed onset of muscle soreness (DOMS)

1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness

1.7 Describe the short and long term effects of different types of exercise on muscle

1.8 Describe different exercises that can improve posture

2. Understand the components of fitness

2.1 Define the components of health-related fitness

2.2 Define the components of skill-related fitness

2.3 Identify the factors that affect health and skill-related fitness

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

3.1 Describe the physiological implications of:

- specificity
- progressive overload
- reversibility
- adaptability
- individuality
- recovery time

3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

3.3 Explain the principles of a progressive training programme in developing components of fitness

3.4 Explain how to recognise when and how to regress a training programme

3.5 Explain the principles of adaptation, modification and progression

for each component of FITT (Frequency, Intensity, Time and Type)

3.6 Describe the effect of speed on posture, alignment and intensity

3.7 Describe the effect of levers, gravity and resistance on exercise

3.8 Describe the differences between programming exercise for physical fitness and for health benefits

4. Understand the exercise contraindications and key safety guidelines for special populations

4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)

4.4 Describe the key safety considerations for working with disabled people

5. Understand how to safely monitor exercise intensity

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:

- the talk test
- Rate of Perceived Exertion (RPE)
- heart rate monitoring and the use of different heart rate zones

6. Understand the health benefits of physical activity

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases including:

- Coronary Heart Disease
- Some cancers
- Type 2 Diabetes
- Hypertension
- Obesity
- Osteoporosis

7. Understand the importance of healthy eating

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Assessment Externally set, internally marked multiple-choice question paper

Unit Title: Planning gym-based exercise

Learning outcomes

The learner will:

Assessment criteria

The learner can:

1. Understand how to collect client information to plan gym-based exercise
 - 1.1 Explain the process of informed consent
 - 1.2 Describe different methods to collect client information, including:
 - questionnaire
 - interview
 - observation
 - physical measurements
 - 1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual
 - 1.4 Explain the principles of screening clients prior to gym-based exercise to include the use of the physical activity readiness questionnaire (PARQ)
2. Understand how to use client information to plan gym-based exercise
 - 2.1 Describe the factors, based on client screening, which may affect safe exercise participation
 - 2.2 Give examples of how client information affects the planning of gym-based exercise
 - 2.3 Identify the reasons for temporary deferral of exercise
 - 2.4 Explain the reasons for referring clients to other professionals
3. Understand how to plan gym-based exercise with clients
 - 3.1 Describe how to plan gym-based exercise to meet the needs of clients with different objectives
 - 3.2 Explain why it is important to agree goals and objectives for gym-based exercise with clients
 - 3.3 Identify a range of exercises for individual clients to develop:
 - cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
 - 3.4 Identify a range of cardiovascular and resistance machines, and their uses
 - 3.5 Describe how to plan gym-based exercise using circuit formats
4. Be able to collect and use client information to plan a gym-based exercise programme
 - 4.1 Use appropriate methods to collect information to plan a gym-based programme
 - 4.2 Check the information is accurate and up-to-date
 - 4.3 Identify client needs and potential and any possible risks from participation in a gym-based programme
 - 4.4 Maintain client confidentiality
5. Be able to plan a safe and effective gym-based exercise programme with clients
 - 5.1 Agree objectives with clients appropriate to:

- their needs and potential
 - accepted good practice in the industry
 - own level of competence
- 5.2 Select gym-based exercises that will help clients to develop:
- cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
- 5.3 Plan how to minimise any risks relevant to the programme
- 5.4 Plan realistic timings and sequences for exercise
- 5.5 Record programme plans in an appropriate format

Assessment Client Interview
 Programme Card
 4 Session Plans
 Professional Discussion or Worksheet

Unit 6

Unit Title: Instructing gym-based exercise

Learning outcomes

The learner will:

Assessment criteria

The learner can:

1. Understand how to provide gym-based exercise
 - 1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of:
 - cardiovascular machines
 - resistance machines
 - free weights
 - 1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression
 - 1.3 Describe how to develop client co-ordination by building exercise movements up gradually
 - 1.4 Describe the principles of behaviour management for group inductions
2. Be able to prepare self and equipment for gym-based exercise
 - 2.1 Prepare self to supervise gym-based exercise
 - 2.2 Select equipment for gym-based programmes as appropriate to client needs
 - 2.3 Prepare the environment and equipment as appropriate to client needs
3. Be able to prepare clients for gym-based exercise
 - 3.1 Help clients to feel welcome and at ease
 - 3.2 Explain the purpose and value of the exercises, including warm up exercise and cool down
 - 3.3 Describe the exercises, including their physical and technical demands
 - 3.4 Confirm or revise plans with clients as appropriate

- 3.5 Advise clients of the facility's emergency procedures
- 3.6 Use warm up activities that are safe and effective for the clients
- 4. Be able to instruct gym-based exercise
 - 4.1 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions)
 - 4.2 Communicate as appropriate to client needs and the environment
- 5. Be able to supervise clients undertaking gym-based exercise
 - 5.1 Adopt appropriate positions to observe clients and respond to their needs
 - 5.2 Monitor the safety and intensity of exercise
 - 5.3 Provide feedback and instructing points which are timely, clear and motivational
 - 5.4 Adapt exercises with suitable progressions and regressions according to client needs
- 6. Be able to bring a gym-based exercise session to an end
 - 6.1 Allow sufficient time to end the session according to clients' level of experience
 - 6.2 Use cool down activities that are safe and effective for the clients
 - 6.3 Give the clients an accurate summary of feedback on the session
 - 6.4 Give the clients the opportunity to:
 - reflect on the session
 - ask questions
 - provide feedback
 - identify further needs
 - 6.5 Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision
 - 6.6 Leave the environment in a condition acceptable for future use
- 7. Be able to reflect on providing gym-based exercise
 - 7.1 Review the outcomes of working with clients and client feedback
 - 7.2 Identify:
 - how well the exercises met client needs
 - how effective and motivational was the relationship with the client
 - how well the instructing style matched the clients' needs
 - 7.3 Identify how to improve personal practice
 - 7.4 Explain the value of reflective practice
- 8. Be able to support clients taking part in gym-based exercise
 - 8.1 Present a positive image of self and organisation to clients
 - 8.2 Establish an effective working relationship with clients
 - 8.3 Communicate with clients in a way that makes them feel valued
 - 8.4 Use motivational styles appropriate to the client and the exercise format

Assessment Practical Observation
Evaluation