



**CIMSPA PROFESSIONAL STANDARD**

# Core Group Exercise Instructor

(FULL STANDARD)

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# CIMSPA PROFESSIONAL STANDARD: Core Group Exercise Instructor

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### ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

The full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

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## 1. Overview

### **Professional standard: Core Group Exercise Instructor**

This professional standard outlines the role and scope of a Core Group Exercise Instructor and essential knowledge and skills that are needed to meet the sector minimum deployment standards. It also provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Core Group Exercise Instructor sits in the sport and physical activity sector as part of the exercise and fitness industry.

The agreed industry prerequisite to become a Core Group Exercise Instructor is to have achieved a CIMSPA endorsed educational product that fully meets this professional standard. Individuals who achieve this will be deemed to have met this standard and will also be eligible for CIMSPA membership.

### **Endorsed qualification logo**

Qualifications that meet the requirements of this CIMSPA professional standard will display this official CIMSPA endorsement logo.



## 2. Scope of the Core Group Exercise Instructor

Core Group Exercise Instructors are fitness professionals who teach, lead, and motivate groups of individuals through intentionally-designed, pre-choreographed exercise classes. These provide instruction across many class types and equipment sets, from aerobics, step and group exercise. They design and choose their own music, class design and choreography. Categories are identified as below:

- Strength and body conditioning (e.g. BODYPUMP™, body conditioning, core stability)
- Cardiovascular (e.g. Spinning®, indoor cycling, step aerobics, BODYATTACK™)
- Holistic (e.g. yoga, pilates, BODYBALANCE™, tai chi)
- Dance fitness (e.g. Zumba®, BODYJAM™, street dance, dance aerobics)
- Water workouts (e.g. Aqua Zumba®, aqua aerobics)
- Dance (e.g. ballroom, Latin, country and western, folk)

### 3. CIMSPA membership eligibility

Graduates of this professional standard will meet the requirements to be a CIMSPA Affiliate member. They will:

#### **UNDERSTAND**

- How to work with a group of clients with different needs, in different types of environment.

#### **HAVE DEMONSTRATED**

- Competence of working with a group of clients, in a single environment relevant to their technical specialism, e.g. group indoor cycling, aerobics or aqua aerobics.

Additional specialist standards (population, environment or technical) can be added to educational products to widen the scope of the role and enable an individual to show their expertise in additional populations, in different environments and with technical specialisms.

#### **Examples of specialisms that may be added:**

- Working with children.
- Exercise referral.
- Working with older adults.

*Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms.*

## 4. Summary of knowledge and skills

### Core Group Exercise Instructor

Topic	Knowledge	Skills
<b>Maximise the customer experience</b>	<ul style="list-style-type: none"><li>• The customer experience/journey within the fitness facility environment.</li><li>• Customer expectations and aspirations within the fitness facility environment.</li><li>• How to engage with customers and build rapport in order to maximise their experience.</li><li>• How to support safe and enjoyable use of the fitness facility environment.</li><li>• How to build social support and inclusion within the fitness environment.</li><li>• How to obtain feedback to support membership retention.</li><li>• The importance of being accessible and approachable to clients.</li></ul>	<ul style="list-style-type: none"><li>• Ability to create positive first impressions and to develop rapport with customers through excellent communication skills.</li><li>• Gain and act on feedback to enhance the customer experience.</li><li>• Ability to communicate with clients about their progress, supporting them to realise their achievements and results.</li><li>• Be approachable and accessible to clients at all times.</li></ul>
<b>Exercise anatomy and physiology</b>	<ul style="list-style-type: none"><li>• Anatomy and physiology including human movement/biomechanics, the cardiorespiratory, musculoskeletal, digestive, energy and nervous systems.</li><li>• Life-course of the musculoskeletal system.</li></ul>	<ul style="list-style-type: none"><li>• Apply knowledge of anatomy and physiology in the planning and delivery of safe and effective exercise programmes for a range of clients.</li></ul>
<b>Lifestyle management and client motivation</b>	<ul style="list-style-type: none"><li>• The range of factors that contribute to an individual's lifestyle such as nutrition, stress, fatigue, alcohol and levels of physical activity.</li><li>• How to create a positive environment that motivates and empowers clients and promotes adherence to exercise, to support goal achievement.</li><li>• How physical activity helps in the management of common health conditions.</li><li>• The process of behaviour change.</li><li>• The role of intrinsic and extrinsic motivation in exercise adherence.</li></ul>	<ul style="list-style-type: none"><li>• Promote wellness advice and utilise opportunities to educate clients about how modern lifestyles impact upon health and wellbeing.</li><li>• Create a positive, motivating and empowering environment to support adherence to exercise and goal achievement.</li></ul>
<b>Plan and review group exercise</b>	<ul style="list-style-type: none"><li>• How to plan safe and effective group exercise programmes tailored to the needs of a range of clients within scope of practice.</li><li>• Know the current recognised national/international guidelines for developing the components of fitness.</li><li>• How to monitor and review safe and effective group exercise programmes.</li></ul>	<ul style="list-style-type: none"><li>• Plan a safe and effective group exercise programme for a range of clients, using appropriate equipment and methods.</li><li>• Monitor and review the effectiveness of the group exercise programme to ensure it is engaging, varied and progressive to clients' needs and goals, whilst following the principles of training.</li></ul>

Topic	Knowledge	Skills
<b>Deliver and supervise group exercise</b>	<ul style="list-style-type: none"> <li>• Fitness training techniques including cardiovascular, resistance, functional, flexibility and mobility exercises.</li> <li>• How to deliver safe and effective group exercise.</li> <li>• How to supervise safe and effective exercise through observation of movement and technique.</li> <li>• How to demonstrate the correct and safe way to perform exercises.</li> <li>• How to adapt exercise based on the client's fitness/individual needs and the FITT principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver safe and effective group exercise.</li> <li>• Correctly demonstrate a range of cardiovascular, resistance, functional, flexibility and mobility exercises.</li> <li>• Supervise technique to ensure safety and effectiveness.</li> <li>• Inspire participants, injecting personality and a degree of showpersonship to each and every session.</li> <li>• Provide feedback on performance and advise suitable adaptations/regressions/progressions/corrective strategies to ensure continued success.</li> </ul>
<b>Professional practice</b>	<ul style="list-style-type: none"> <li>• Recognised good practice for group exercise instructors in the industry through professional ethics, values and appropriate legislation such as data protection and confidentiality, supporting the health, safety and welfare of clients and others at all times.</li> <li>• How to develop self by maintaining a high level of industry knowledge through regular relevant professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a high standard, client focused service through excellence in the fitness environment and application of best practice such as injury prevention and risk management.</li> <li>• Demonstrate tact and discretion when handling client data, adhering to relevant legislation.</li> <li>• Work effectively alone and as part of a team with minimal supervision.</li> </ul>

## 5. Product development guidance

This section is aimed at organisations developing educational products mapping to this Professional Standard. The requirements should be taken into account in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA professional development board (PDB) has agreed any of the following educational products can be developed for the role of core group exercise instructor, where evidence that all elements of professional standard are included CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional standard achieved on attainment?</b>
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

***All educational products must be submitted to CIMSPA for endorsement and should include all elements outlined in the professional standard.***

Awarding organisations and higher institutions seeking CIMSPA endorsement for a product against this professional standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this professional standard be the same; the level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides. This is not a first-to-post exercise but one in which awarding organisations/institutions are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process. Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this professional standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this professional standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment. For the role of group exercise instructor a minimum of 1 formally assessed group exercise session is advised.

They stipulate practical assessment must be conducted where practically possible in a real-world environment – ideally, 'on the job'/at work. For the role of core group exercise instructor this could include: a gym, studio, sports hall, the outdoors.

Where practically possible a practical end point assessment is conducted with 'real clients'. The use of peers for an end-point practical assessment is not deemed appropriate.

- c) Their quality assurance meets the appropriate regulator's guidance. Including: internal and external quality assurance, staffing requirements and assessment generation and evidence.



## 6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement for a professional standard. There are 6 key areas of learning and development for the job role of Core Group Exercise Instructor, of which all areas are interconnected and mandatory. The key areas are:

1. Maximise the customer experience.
2. Exercise anatomy and physiology.
3. Lifestyle management and client motivation.
4. Plan and review group exercise.
5. Deliver and supervise group exercise.
6. Professional practice.

N.B. Examples are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

## 1. Maximise the customer experience

Ref	Knowledge and understanding:	A Core Group Exercise Instructor must:
K1.1	Customer needs	<ul style="list-style-type: none"> <li>Understand the local demographics of their organisation's customers and how this affects the products and services offer.</li> <li>Customer expectations and aspirations within the fitness facility environment.</li> <li>Know how to build social support and inclusion within the fitness facility environment.</li> <li>Know how to obtain feedback to support membership retention.</li> </ul>
K1.2	Customer service	<ul style="list-style-type: none"> <li>Understand their organisation's products and offer.</li> <li>Understand a typical customer journey in a fitness facility environment.</li> <li>Understand how to present themselves in a professional and approachable manner, in line with organisational standards.</li> <li>Understand the importance of customer retention and how to influence customer retention.</li> </ul>
K1.3	Customer engagement	<ul style="list-style-type: none"> <li>Understand different methods to engage with customers: e.g. face-to-face, telephone, written (letters, email, posters), social media, digital technology.</li> <li>Know different types of conflict and how to manage them.</li> <li>Know different methods to build rapport in order to maximise the customer experience.</li> <li>How to support safe and enjoyable use of the fitness facility.</li> <li>The importance of being accessible and approachable to clients.</li> </ul>
K1.4	Customer communication	<ul style="list-style-type: none"> <li>Understand different communication techniques and how to use them:               <ul style="list-style-type: none"> <li>Observation/non-verbal techniques/body language, open/closed questioning, active listening.</li> <li>How to adapt communication methods to meet the needs of customers from differing backgrounds, cultures, experiences, etc.</li> </ul> </li> </ul>
K1.5	Customer feedback	<ul style="list-style-type: none"> <li>Understand different methods to obtain customer feedback and channels of recording and reporting in line with organisational procedures.</li> <li>Understand the feedback cycle and the impact of their role on the customer experience.</li> </ul>
Ref	Skills:	A Core Group Exercise Instructor must be able to:
S1.1	Customer data	<ul style="list-style-type: none"> <li>Interpret customer data in order to understand the different types of customers and their needs.</li> </ul>
S1.2	Customer engagement	<ul style="list-style-type: none"> <li>Demonstrate customer engagement e.g. deliver an informative tour, deal with customer enquiries, offer an end to end service.</li> </ul>
S1.3	Customer service	<ul style="list-style-type: none"> <li>Demonstrate exemplary customer service to include: problem solving, discretion, influencing, teamwork, suitable language use etc.</li> </ul>
S1.4	Develop rapport with customers	<ul style="list-style-type: none"> <li>Develop rapport with customers in a friendly and approachable manner whilst respecting equality and diversity.</li> </ul>

<b>S1.5</b>	Professional demeanour	<ul style="list-style-type: none"> <li>• Demonstrate a professional demeanour e.g. uniform and personal attributes, positive first impressions.</li> </ul>
<b>S1.6</b>	Communication	<ul style="list-style-type: none"> <li>• Demonstrate communication methods appropriate to the customer.</li> </ul>

## 2. Exercise anatomy and physiology

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>A Core Group Exercise Instructor must:</b>
<b>K2.1</b>	Structure and function of the circulatory system	<ul style="list-style-type: none"> <li>• Know the structure and function of the circulatory system: <ul style="list-style-type: none"> <li>- Function of the heart.</li> <li>- How blood moves through the four chambers of the heart.</li> <li>- Systemic and pulmonary circulation.</li> <li>- Structure and functions of blood vessels.</li> <li>- Systolic and diastolic blood pressure.</li> <li>- Blood pressure classifications.</li> </ul> </li> </ul>
<b>K2.2</b>	Structure and function of the respiratory system	<ul style="list-style-type: none"> <li>• Know the structure and function of the respiratory system: <ul style="list-style-type: none"> <li>- Structure and function of the lungs.</li> <li>- Main muscles involved in breathing.</li> <li>- Passage of air through the respiratory tract.</li> <li>- Process of gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration).</li> </ul> </li> </ul>
<b>K2.3</b>	Structure and function of the skeleton	<ul style="list-style-type: none"> <li>• Know the structure and function of the skeleton: <ul style="list-style-type: none"> <li>- Functions of the skeleton.</li> <li>- Structures of the axial skeleton.</li> <li>- Structures of the appendicular skeleton.</li> <li>- Classification of bones.</li> <li>- Structure of long bone.</li> <li>- Stages of bone growth.</li> <li>- Posture in terms of, curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.</li> </ul> </li> </ul>
<b>K2.4</b>	Joints	<ul style="list-style-type: none"> <li>• Know joints in the body: <ul style="list-style-type: none"> <li>- Classification of joints.</li> <li>- Structure of synovial joints.</li> <li>- Types of synovial joints and their range of motion.</li> <li>- Joint movement potential and joint actions.</li> </ul> </li> </ul>
<b>K2.5</b>	Muscular system	<ul style="list-style-type: none"> <li>• Know the muscular system: <ul style="list-style-type: none"> <li>- Types, characteristics and functions of muscle tissue.</li> <li>- Structure of skeletal muscle.</li> <li>- Name and location of the anterior skeletal muscles.</li> <li>- Name and location of the posterior skeletal muscles.</li> <li>- Structure and function of the pelvic floor muscles.</li> <li>- Types of muscle action.</li> <li>- Joint actions brought about by specific muscle group contractions.</li> <li>- Skeletal muscle fibre types and their characteristics.</li> </ul> </li> </ul>
<b>K2.6</b>	Life-course of the musculoskeletal system	<ul style="list-style-type: none"> <li>• Know the life-course of the musculoskeletal system, including bone to cover: <ul style="list-style-type: none"> <li>- Young people (13-18).</li> <li>- Antenatal and postnatal period.</li> <li>- Older adults (50 plus).</li> </ul> </li> </ul>

<b>K2.7</b>	Energy systems	<ul style="list-style-type: none"> <li>• Know the different energy systems: <ul style="list-style-type: none"> <li>– How carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate.</li> <li>– Use of the three energy systems during aerobic and anaerobic exercise (e.g. according to different type/duration/intensity of exercise).</li> <li>– Anabolism, catabolism and excess post-exercise oxygen consumption (EPOC).</li> <li>– By-products of the three energy systems and their significance in muscle fatigue.</li> <li>– Effect of endurance training/advanced training methods on the use of fuel for exercise.</li> </ul> </li> </ul>
<b>K2.8</b>	Nervous system	<ul style="list-style-type: none"> <li>• Know the nervous system: <ul style="list-style-type: none"> <li>– Role and functions of the nervous system.</li> <li>– Principles of muscle contraction.</li> <li>– The ‘all or none law’/motor unit recruitment.</li> <li>– How exercise can enhance neuromuscular connections and improve motor fitness.</li> </ul> </li> </ul>
<b>K2.9</b>	Digestive system	<ul style="list-style-type: none"> <li>• Know the structure and function of the digestive system: <ul style="list-style-type: none"> <li>– Functions of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine).</li> <li>– How fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved.</li> <li>– Role of dietary fibre in the maintenance of gut function.</li> <li>– Role of the liver and pancreas in assisting digestion.</li> <li>– Timescales for digestion.</li> <li>– Importance of fluid.</li> </ul> </li> </ul>
<b>K2.10</b>	Anatomical planes of movement	<ul style="list-style-type: none"> <li>• Know the classification of anatomical planes of movement: <ul style="list-style-type: none"> <li>– Frontal, (coronal), sagittal and transverse.</li> </ul> </li> </ul>
<b>K2.11</b>	Anatomical terms of location	<ul style="list-style-type: none"> <li>• Know the classification of anatomical terms of location: <ul style="list-style-type: none"> <li>– Superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep.</li> </ul> </li> </ul>
<b>K2.12</b>	Applied biomechanics and kinesiology	<ul style="list-style-type: none"> <li>• Know the effect of exercise variables on biomechanics and kinesiology.</li> </ul>
<b>Ref</b>	<b>Skills:</b>	<b>A Core Group Exercise Instructor must be able to:</b>
<b>S2.1</b>	Application of exercise anatomy and physiology	<ul style="list-style-type: none"> <li>• Apply knowledge of anatomy and physiology in the planning of safe and effective group exercise programmes for a range of clients: <ul style="list-style-type: none"> <li>– aerobic and anaerobic systems, muscle balance, heart rate response to exercise, long and short term physiological adaptations to exercise, energy demands of different activities, tailoring exercise to individual needs/goals etc.</li> </ul> </li> </ul>

### 3. Lifestyle management and client motivation

Ref	Knowledge and understanding:	A Core Group Exercise Instructor must:
K3.1	Lifestyle and health promotion	<ul style="list-style-type: none"> <li>Understand components of a healthy lifestyle and factors that affect health and wellbeing.</li> <li>Understand the UK physical activity guidelines for different ages and the dose-response relationship.</li> <li>Know the nationally-recognised healthy eating recommendations.</li> <li>Know how to seek evidence-based/reputable health and wellbeing advice.</li> <li>Understand the benefits of physical activity/exercise to health and wellbeing.</li> <li>Know how to tailor advice on the components of a healthy lifestyle according to the individual client.</li> <li>Know how to communicate the health related benefits of exercise to clients.</li> <li>Know how technological advancements can be used to support the customer experience to increase physical activity levels, motivation and focus (e.g. wearable technology, pedometers, mobile phone applications).</li> </ul>
K3.2	Prevention and management of common health conditions	<ul style="list-style-type: none"> <li>Understand the prevalence and health implications of the UK population.</li> <li>Know professional role and scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance.</li> <li>Know how physical activity/exercise can help to prevent and manage common health conditions (e.g. chronic conditions including coronary heart disease, stroke, type 2 diabetes, cancer, obesity, mental health problems and musculoskeletal conditions).</li> <li>Know the range of relevant exercise or health professionals that clients can be signposted/referred onto when their needs are beyond own scope of practice/area of qualification.</li> </ul>
K3.3	Behaviour change and exercise adherence	<ul style="list-style-type: none"> <li>Understand the stages of change/trans-theoretical model of behaviour change.</li> <li>Understand the role of intrinsic and extrinsic motivation in exercise adherence.</li> <li>Know a range of techniques/approaches that can motivate adherence to exercise.</li> </ul>
Ref	Skills:	A Core Group Exercise Instructor must be able to:
S3.1	Motivation	<ul style="list-style-type: none"> <li>Create a positive, motivating and empowering environment that supports clients to participate in and adhere to exercise.</li> <li>Support the client to recognise and develop their intrinsic and extrinsic motivation to exercise.</li> </ul>
S3.2	Goal setting	<ul style="list-style-type: none"> <li>Set SMART goals linked to group needs, wants and motivators.</li> <li>Monitor targets, review and evaluate progress, adapt accordingly.</li> </ul>

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<b>S3.3</b>	Health promotion	<ul style="list-style-type: none"><li>• Offer credible advice and guidance appropriate to own level of expertise to promote positive healthy lifestyle choices.</li><li>• Be an ambassador for the sector leading by example and displaying positive health behaviours.</li></ul>
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## 4. Plan and review group exercise

Ref	Knowledge and understanding:	A Core Group Exercise Instructor must:
K4.1	Plan group exercise programmes	<ul style="list-style-type: none"><li>• Understand how to plan and tailor safe and effective group exercise programmes for a range of clients within scope of practice:<ul style="list-style-type: none"><li>– National recommended guidelines for physical activity and health for different ages: e.g. guidelines from the UK chief medical officer (CMO).</li><li>– Credible information sources and research methods.</li><li>– Importance of evidence-based practice.</li><li>– Components of fitness (health and skill related).</li><li>– Principles and variables of fitness/training (FITT principles (frequency, intensity, time and type), adaptation, modification and progression for each component of FITT, implications of specificity, progressive overload, reversibility, adaptability, individuality, recovery time).</li><li>– Differences between programming exercise for physical fitness and for health benefits.</li><li>– How to structure sessions to include warm-up, main component and cool-down.</li><li>– Effect of speed of movement on posture, alignment and intensity.</li><li>– Recognised national/international guidelines for developing the different components of fitness.</li><li>– Different learning styles, goals, needs, likes/dislikes, etc and how these should be reflected in planning.</li><li>– Full range of available equipment and how to select the most appropriate exercise/exercise modes to meet the needs/goals of the group.</li><li>– Provision of alternative activities/exercises/participation options.</li><li>– Provision of adaptations, progressions and regressions for each exercise included in the session/programme.</li><li>– How to set and adapt meaningful SMART goals linked to group needs, wants and motivators.</li><li>– Resistance exercises that target the major muscles/muscle groups.</li><li>– Importance of muscle balance when planning programmes.</li><li>– How to programme exercise to develop cardiovascular fitness, muscular fitness, flexibility and functional skills/abilities.</li><li>– How to minimise any risks relevant to the programme.</li><li>– Realistic timings and sequences for sessions.</li><li>– Different participant types/demographics and motivations and how this can impact on planning group exercise session content and delivery approaches.</li><li>– Health screening and risk stratification methods and the importance of conducting verbal screening prior to group exercise sessions.</li><li>– How participant numbers and the exercise environment impact upon session design, safety and effectiveness.</li><li>– Different group exercise class types/genres.</li></ul></li></ul>
K4.2	Monitor and review group exercise programmes	<ul style="list-style-type: none"><li>• Understand how to monitor and review safe and effective group exercise programmes:<ul style="list-style-type: none"><li>– Reasons for temporary deferral of exercise.</li><li>– Importance of verbal screening and how to conduct it.</li><li>– Benefits and limitations of different methods of monitoring exercise intensity (the talk test, rate of perceived exertion (RPE), heart rate monitoring and the use of different heart rate zones).</li><li>– Methods of evaluating how well group exercise programmes are meeting client needs.</li><li>– When to proactively engage with clients and when not to.</li></ul></li></ul>

Ref	Skills:	A Core Group Exercise Instructor must be able to:
S4.1	Plan group exercise programmes	<ul style="list-style-type: none"> <li>• Apply knowledge to the planning of safe and effective group exercise programmes for a range of clients within scope of practice, using appropriate equipment and methods.</li> <li>• Show appropriate session content for the environment.</li> </ul>
S4.2	Monitor and review group exercise programmes	<ul style="list-style-type: none"> <li>• Monitor and review the effectiveness of the group exercise programme.</li> <li>• Carry out regular programme reviews to ascertain how well the exercise programme is meeting client needs/progress towards goals, any improvements that can be made to the programme plan etc.</li> <li>• Signpost clients to other aspects of the facility if they show an interest in other areas/activities.</li> <li>• Evaluate and reflect on planned programmes to ensure the physical and psychological needs of the individual are being met.</li> <li>• Demonstrate ability to effectively interact and support different clients (e.g. use of effective communication skills/rapport building/technique advice/correction).</li> <li>• Appraise own performance in relation to the session.</li> <li>• Appraise participants' performance in relation to the session.</li> <li>• Assess the appropriateness of the session content in relation to the user group and environment.</li> <li>• Propose changes/adaptations to the session based on the appraisal of own performance, participant performance and appropriateness of session content.</li> </ul>



## 5. Deliver and supervise group exercise

Ref	Knowledge and understanding:	A Core Group Exercise Instructor must:
K5.1	Group exercise training methods	<ul style="list-style-type: none"><li>• Know a range of group exercise training methods to cover:<ul style="list-style-type: none"><li>– Cardiovascular exercise (e.g. continuous, interval, fartlek).</li><li>– Resistance exercise (e.g. bodyweight exercise, use of small equipment).</li><li>– Functional exercise (e.g. movement patterns, muscle actions and components of fitness required for activities of daily living).</li><li>– Flexibility and range of motion exercise (e.g. static stretching and mobilisation of joints).</li></ul></li></ul>
K5.2	Group exercise technique	<ul style="list-style-type: none"><li>• Know safe and effective technique for a range of group exercises to cover:<ul style="list-style-type: none"><li>– Cardiovascular exercise.</li><li>– Bodyweight exercise.</li><li>– Small equipment (e.g. use of mats for core/abdominal exercise).</li><li>– Functional exercise (e.g. exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living).</li><li>– Flexibility and range of motion exercise (static stretching and mobilisation of joints).</li></ul></li></ul>
K5.3	Deliver group exercise	<ul style="list-style-type: none"><li>• Understand how to safely prepare activity areas for use and how to safely set up, dismantle and store equipment.</li><li>• Understand how to deliver planned group exercise sessions.</li><li>• Know how to provide safe and effective exercise demonstrations to cover:<ul style="list-style-type: none"><li>– Cardiovascular exercise.</li><li>– Bodyweight exercise.</li><li>– Small equipment (e.g. use of mats for core/abdominal exercise).</li><li>– Functional exercise (e.g. exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living).</li><li>– Flexibility and range of motion exercise (static stretching and mobilisation of joints).</li></ul></li><li>• Effective coaching/teaching/instructing methods (e.g. to cater for different learning styles, tailoring instructing styles/communication methods to individual needs).</li></ul>
K5.4	Supervise group exercise	<ul style="list-style-type: none"><li>• Know how to observe and monitor group exercise clients to maintain safety and effectiveness at all times:<ul style="list-style-type: none"><li>– How to approach clients in a friendly, non-threatening manner.</li><li>– How to work with clients to effectively improve exercise technique.</li><li>– How to adapt, regress, progress and apply corrective strategies as required.</li><li>– How to modify and adapt exercises for a range of individual needs (e.g. offer alternatives that regress or progress an exercise).</li><li>– Alternative activities/exercise options.</li><li>– Awareness of health and safety considerations (e.g. manual handling).</li><li>– Manufacturer guidelines, equipment maintenance and servicing.</li><li>– Individual client abilities.</li><li>– How to adopt appropriate positions to observe clients and respond to their needs.</li><li>– How to monitor the safety and intensity of exercise.</li><li>– How to provide feedback and instructing points which are timely, clear and motivational.</li></ul></li></ul>

Ref	Skills:	A Core Group Exercise Instructor must be able to:
S5.1	Group exercise demonstrations	<ul style="list-style-type: none"> <li>• Demonstrate safe and effective technique to cover:               <ul style="list-style-type: none"> <li>– Warm-up</li> <li>– CV exercises</li> <li>– Bodyweight exercises</li> <li>– Small equipment (e.g. use of mats for core/abdominal exercise)</li> <li>– Functional exercise (e.g. exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living)</li> <li>– Flexibility and range of motion exercise (static stretching and mobilisation of joints)</li> <li>– Cool-down</li> </ul> </li> </ul>
S5.2	Deliver group exercise sessions/programmes	<ul style="list-style-type: none"> <li>• Carry out relevant risk assessments showing appropriate safety considerations for the environment.</li> <li>• Select appropriate equipment for the specific activity area and session type.</li> <li>• Organise own work duties alongside colleagues and participants to ensure that activity areas are ready for use and that all relevant equipment is set up, dismantled and stored safely.</li> <li>• Inspire participants, injecting personality and a degree of showpersonship to each and every session.</li> <li>• Deliver safe and effective group exercise sessions/programmes by:               <ul style="list-style-type: none"> <li>– Conducting verbal screening prior to exercise and acting on feedback in an appropriate manner.</li> <li>– Demonstrating safe and effective warm-up and cool-down components</li> <li>– Effectively interacting and supporting participants (e.g. use of effective verbal and non-verbal communication skills/rapport building/technique advice/correction).</li> <li>– Utilising explanations and demonstrations that are technically correct, safe and appropriate to the individual client and the group as a whole.</li> <li>– Checking participant understanding, correcting exercise technique to ensure safe and effective alignment and use of equipment.</li> <li>– Providing client-specific instructing points, feedback, encouragement and reinforcement in a friendly, professional manner.</li> <li>– Offering adaptations and alternatives that meet a client's individual needs and circumstances (progression, regression, corrective strategies and alternative exercises as required).</li> <li>– Adopting appropriate positions to observe participants and respond to their needs.</li> <li>– Monitoring the safety and intensity of exercise.</li> <li>– Demonstrating realistic timings and sequences during the session and managing overall session timings.</li> <li>– Demonstrating effective coaching/teaching/instructing methods (e.g. to cater for different learning styles, tailoring instructing styles/communication methods to individual needs).</li> <li>– Being available to participants immediately before and after the allotted session time.</li> </ul> </li> </ul>

<b>S5.3</b>	Supervise group exercise	<ul style="list-style-type: none"> <li>• Observe, monitor and engage with clients to ensure safety and effectiveness by:             <ul style="list-style-type: none"> <li>– Utilising explanations and demonstrations that are technically correct, safe and appropriate to the individual client.</li> <li>– Observing client’s movement, correcting exercise technique to ensure safe and effective alignment, execution and use of equipment.</li> <li>– Providing client specific instructing points, feedback, encouragement and reinforcement in a friendly, professional manner.</li> <li>– Offering adaptations and alternatives that meet a client’s individual needs whilst improving performance (progression, regression, corrective strategies and alternative exercises as required).</li> <li>– Adopting appropriate positions to observe clients and respond to their needs.</li> <li>– Monitoring the safety and intensity of exercise.</li> <li>– Manipulating FITT principles to ensure progression according to individual needs.</li> </ul> </li> </ul>
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## 6. Professional practice

Ref	Knowledge and understanding:	A Core Group Exercise Instructor must:
<b>K6.1</b>	Conduct and ethics	<ul style="list-style-type: none"> <li>• Know how to conduct themselves and portray a professional image.</li> <li>• Roles and responsibilities of self and others involved in the programme including the client and other staff/professionals.</li> <li>• Relevant industry codes of professional conduct/ethics related to own role.</li> </ul>
<b>K6.2</b>	National guidelines, legislation and organisational procedures	<ul style="list-style-type: none"> <li>• Know current national guidelines, legislation and organisational procedures relevant to own role:             <ul style="list-style-type: none"> <li>– Data protection, client confidentiality, conflict of interest</li> <li>– Health and safety at work, disclosure and barring service (DBS), safeguarding children and vulnerable adults, equality and diversity, personal liability insurance.</li> <li>– Control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations, first aid regulations.</li> <li>– Individual organisational policies and procedures in relation to own role and responsibilities, normal operating procedures (NOPs), organisation emergency action plans (EAPs), importance of risk assessment and how to conduct it.</li> </ul> </li> <li>• Understand storage plans and how to create one.</li> <li>• Understand the health and safety implications of assembly, dismantling, hygiene and storage of equipment.</li> <li>• Know about manufacturer’s guidelines and where to locate them.</li> <li>• Understand manual handling requirements in relation to own role.</li> <li>• Know how to carry out risk assessments.</li> </ul>

<b>K6.3</b>	Professional development	<ul style="list-style-type: none"> <li>• Understand how to keep knowledge and skills up to date: <ul style="list-style-type: none"> <li>– Importance of accessing regular relevant CPD activities.</li> <li>– How to access relevant industry recognised CPD.</li> <li>– Keeping up to date with industry trends.</li> </ul> </li> <li>• Know how to work within the boundaries of own professional knowledge and competence based on qualifications and experience (e.g. to programme exercise for children and young people, it is necessary to possess a qualification mapping to the relevant CIMSPA professional standard/s).</li> <li>• Understand how to complete self-reflection/evaluation to aid personal development.</li> <li>• Know relevant legislation/policy and guidelines relating to CPD.</li> </ul>
<b>K6.4</b>	Business acumen	<ul style="list-style-type: none"> <li>• Know how to financially plan: e.g. profit and loss, tax, national insurance, liability insurance and music license fees, etc).</li> <li>• Understand organisation's/own product offer and how to support secondary spends where appropriate.</li> <li>• Know the importance of digital media and how to develop a digital plan.</li> <li>• Understand social media/digital profiles and their impact.</li> <li>• Know how to set up a professional social media/digital profile.</li> </ul>
<b>Ref</b>	<b>Skills:</b>	<b>A Core Group Exercise Instructor must be able to:</b>
<b>S6.1</b>	Work alone and as part of a team with minimal supervision	<ul style="list-style-type: none"> <li>• Demonstrate the ability to work alone and as part of a team with minimal supervision: <ul style="list-style-type: none"> <li>– Communicate effectively with both clients and team members/colleagues.</li> <li>– Demonstrate skills and abilities such as adaptability, confidence, team working, problem solving, conscientiousness, efficient time management, ability to plan and prepare own work, ability to identify areas for development, ability to follow instructions.</li> </ul> </li> </ul>
<b>S6.2</b>	Responsibility and professional duty of care to clients	<ul style="list-style-type: none"> <li>• Ensure client safety and wellbeing at all times: <ul style="list-style-type: none"> <li>– Compliance with relevant legal and organisational responsibilities (e.g. Health and Safety at work, equality and diversity, safeguarding, data protection, hazard identification, safe working practices, ethics and professional conduct).</li> </ul> </li> </ul>

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