

Wales:

YMCA Level 2 Certificate in Gym Instructing
(C00/5198/4)

Northern Ireland:

YMCA Level 2 Certificate in Gym Instructing
(610/5943/2)

Qualification Specification



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Y Awards Ltd
Suite 14 Conwy House, Castle Court
Swansea Enterprise Park
SA7 9LA

020 3994 9500

www.ymcaawards.co.uk

YMCA Level 2 Certificate in Gym Instructing

Qualification Specification

Wales

Qualification number: C00/5198/4

Operational start date: 1st August 2025

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Introduction

About Y Awards Ltd

At Y Awards Ltd, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

Y Awards Ltd are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 400,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- QW (Qualifications Wales)
- CCEA (Northern Ireland)

Qualification aim

The aim of this qualification is to develop the knowledge and skills of learners so they can engage, facilitate, educate and support clients in a gym or health club environment. On successful completion of this qualification learners will be able to seek employment and perform competently as a Level 2 Gym Instructor.

Overview of knowledge, skills and understanding

- anatomy and physiology including:
 - the heart and circulatory system
 - the respiratory system
 - the digestive system
 - structure and function of the skeleton
 - musculoskeletal system
 - postural and core stability
 - the nervous and energy systems and their relation to exercise
 - anatomical terminology
 - the endocrine system
 - the effects of exercise on the body systems

- lifespan changes that affect the body systems and health.
- principles of working in the gym environment, including customer service and how to maintain health, safety and welfare
- how to conduct consultations and promote the health benefits of physical activity
- how to communicate with clients effectively, and motivate clients to adhere to an exercise programme
- the skills and knowledge required to plan and prepare a gym-based exercise programme with apparently healthy adults, both individuals and groups. This may include older adults (50 plus) and young people in the 13–18 age range, provided they are part of a larger adult group.

Target group and age range

This qualification is aimed at a range of learners aged 16 plus.

Qualification structure

This qualification is made up of six (6) units, learners must achieve five (5) units from the two (2) groups below.

Anatomy and physiology

Learners must achieve **one (1)** of the following Anatomy and physiology units

Unit reference number	Unit title	Level	Credit
K/616/7823	Anatomy and physiology for exercise and fitness instructors	2	6
H/650/7417	Fundamentals of anatomy and physiology for exercise and fitness professionals	2	9

Underpinning knowledge and Gym-based units

Learners must achieve **all** underpinning knowledge and gym-based units.

Unit reference number	Unit title	Level	Credit
M/616/7824	Providing a positive customer experience in the exercise environment	2	5
K/616/7949	Lifestyle management and health awareness	2	2
D/616/7950	Gym-based programme planning and preparation	2	3

Unit reference number	Unit title	Level	Credit
H/616/7951	Gym-based programme delivery and professional instruction	2	5

The credit value for this qualification is 21-24

The total qualification time (TQT) for this qualification is 211-244

The total guided learning hours (GLH) for this qualification are 144 -177

Important information:

Centres choosing to deliver the '**Anatomy and physiology for exercise and fitness instructors' (K/616/7823)** unit should follow the guidance and complete the assessments as outlined in the YMCA Level 2 Certificate in Gym Instructing (603/2767/4) Learner Assessment Record (LAR).

Centres delivering the '**Fundamentals of anatomy and physiology for exercise and fitness professionals' (H/650/7417)** unit will need to follow the guidance and complete the assessments as outlined in the 'Rule of combination adaptation for **YMCA Level 2 Certificate in Gym Instructing (603/277/4)**' document which is listed against the qualification in Y-Connect (in the documents section).

Note: Centres can only access this section if they're approved to deliver the qualification.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- the number of hours an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)

- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

Learners must be aged 16 plus. Ideally, they should have some experience of gym-based exercises through personal practice and should have a certain amount of physical fitness. Learners should also have communication skills pitched at level 2 which can be developed during the course.

Opportunities for progression

This qualification can lead to employment as a gym instructor within a fitness facility.

The qualification can also lead to further training at the same and higher levels in, for example:

- Apprenticeship in exercise and fitness
- YMCA Level 3 Award in Business Skills for the Fitness Professional
- YMCA Level 3 Award in Instructing Outdoor Fitness
- YMCA Level 3 Award in Sport
- YMCA Level 3 Award in Sports Conditioning
- YMCA Level 3 Award in Level 3 Award in Programming and Supervising Exercise with Disabled Clients
- YMCA Level 3 Diploma in Personal Training
- YMCA Level 3 Diploma in Sports Massage Therapy

Mapping to standards

This qualification is mapped directly to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for a Gym Instructor.

Centre approval

This qualification can only be offered by centres approved by Y Awards Ltd to deliver it. Details of the Y Awards Ltd approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by Y Awards Ltd. Details of additional approvals can be found on our website:

www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

Tutors

Tutors must:

- be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be delivering
- be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Tutors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development [units should relate to provision of learning and development]

If none of the above are held, the centre's Y Awards Ltd External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment
- have credible experience of providing training and assessment.

Assessors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence

Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of the above are held, the centre's Y Awards Ltd External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

Internal Quality Assurers

Internal quality assurers must:

- be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification
- be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification
- have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance

- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Note: Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of the above are held, the centre's Y Awards Ltd External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessing qualification.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- Wales and regulated by QW (Qualifications Wales)
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations & Assessment)

Reasonable adjustments and special considerations

In making this qualification available, Y Awards Ltd have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

Y Awards Ltd have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification, and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the Y Awards Ltd assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Level 2 Certificate in Gym Instruction is assessed through a combination of internal and external assessment.

Internal assessment

Y Awards Ltd suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by Y Awards Ltd to support the assessment of a qualification.

To check if an LAR is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a Y Awards Ltd LAR is not used to show evidence of internal assessment, then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony

- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- recognition of prior learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the example in the 'Qualification content' section of this specification.

External assessment

There is external assessment in the form of a multiple choice theory paper for the Anatomy and physiology for exercise and fitness instructors unit (K/616/7823). To view mock papers, please log into the centre home page and see link here: www.ymcaawards.co.uk/download-resources/mock-papers.

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Unit specifications and recommended assessment methods

Anatomy and Physiology units

Learners must achieve one (1) of the following Anatomy and physiology units

Anatomy and physiology for exercise and fitness instructors (K/616/7823)

Unit aim

This unit develops the learner's knowledge of anatomy and physiology and how it relates to exercise and fitness.

Unit content

The learner will:

1. Know the structure and function of the circulatory system

The learner can:

1.1 Identify the location and function of the heart

1.2 Describe the structure of the heart

1.3 Describe how blood moves through the 4 chambers of the heart

1.4 Describe systemic and pulmonary circulation

1.5 Describe the structure and functions of blood vessels

1.6 Define blood pressure

1.7 Identify blood pressure classifications

The learner will:

2. Understand the structure and function of the respiratory system

The learner can:

2.1 Identify the location and function of the lungs

2.2 Describe the structure of the lungs

2.3 Identify the main muscles involved in breathing

2.4 Describe the passage of air through the respiratory tract

2.5 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs

The learner will:

3. Understand anatomical terminology

The learner can:

3.1 Identify movements/exercises that occur in each anatomical plane

3.2 Identify anatomical terms of location

The learner will:

4. Understand the structure and function of the skeleton

The learner can:

4.1 Describe the basic functions of the skeleton

4.2 Identify the structures of the axial skeleton

4.3 Identify the structures of the appendicular skeleton

4.4 Explain the classification of bones

4.5 Explain the structure of long bone

4.6 Explain the stages of bone growth

4.7 Describe posture in terms of curves of the spine

The learner will:

5. Understand joints in the skeleton

The learner can:

5.1 Describe the classification of joints

5.2 Describe the structure of synovial joints

5.3 Describe the types of synovial joints and their range of motion

5.4 Describe joint movement potential and joint actions

The learner will:

6. Understand the muscular system

The learner can:

6.1 Identify the 3 types of muscle tissue

6.2 Define the characteristics and functions of the 3 types of muscle tissue

6.3 Describe the basic structure and function of skeletal muscle

6.4 Name and locate major superficial and deep skeletal muscles

6.5 Describe the structure and function of the pelvic floor muscles

6.6 Describe the different types of muscle action

6.7 Identify the joint actions brought about by specific muscle actions

6.8 Identify skeletal muscle fibre types and their characteristics

The learner will:

7. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

The learner can:

7.1 Describe the life-course of the musculoskeletal system, including implications for special populations exercise:

- young people in the 13-18 age range
- older people (50 plus)
- ante and post-natal

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

8.1 Identify the function of the following in the digestive process:

- mouth (tongue, teeth, salivary glands)
- pharynx
- oesophagus
- stomach
- pancreas
- gallbladder and bile ducts
- liver
- small intestine
- large intestine (colon)

8.2 Describe how the main nutrient groups are broken down and absorbed in the digestive system

8.3 Identify the role of fibre in the digestive process

8.4 Identify the role of the liver and pancreas in assisting digestion

8.5 Identify the timescales for the digestive process to take place

8.6 Describe the importance of fluid intake in the digestive process

The learner will:

9. Understand energy systems and their relation to exercise

The learner can:

9.1 Describe how carbohydrates, fats and proteins are used in the production of energy

9.2 Explain the use of the 3 energy systems during exercise

The learner will:

10. Understand the nervous system and its relation to exercise

The learner can:

10.1 Describe the role and functions of the nervous system

10.2 Describe the principles of muscle contraction

10.3 Describe the 'all or none law'/motor unit recruitment

10.4 Describe how exercise can enhance neuromuscular connections and improve motor skills

Assessment specification	Multiple choice theory paper (Externally assessed)
	Assessment workbook (Section A)

Fundamentals of anatomy and physiology for exercise and fitness professionals (H/650/7417)

Unit aim

To provide the essential foundation knowledge of the structure and function of the body systems relevant to exercise and fitness instruction.

Learners will be able to apply their knowledge to support the planning of safe and effective exercise sessions.

Unit content

The learner will:

1. Understand anatomical terminology

The learner can:

1.1 Identify terms of location.

1.2 Identify planes of movement.

The learner will:

2. Understand the classification, structure, and function of the skeletal system

The learner can:

2.1 Summarise the classification (types) of bones.

2.2 Outline the structure of bones.

2.3 Name and locate major bones:

- axial
- appendicular

2.4 Outline the structure and function of the spine.

2.5 Outline abnormal degrees of curvature of the spine and their implications for exercise.

2.6 Describe the functions of the skeleton.

2.7 Summarise the stages of bone development, growth, and repair.

2.8 Summarise the classification of joints.

2.9 Outline the structure of freely movable joints:

- types
- ligaments

2.10 Describe the function of joints:

- joint actions at specific joints
- related planes of movement
- mobility
- stability.

The learner will:

3. Understand the classification, structure, and function of the muscular system

The learner can:

3.1 Summarise the types and properties of muscle tissue.

3.2 Summarise the structure of skeletal muscles.

3.3 Describe skeletal muscle fibre types and their characteristics.

3.4 Name and locate the major skeletal muscles:

- upper, lower, anterior, posterior

3.5 Outline the joint actions produced by major skeletal muscles:

- upper, lower, anterior, posterior

3.6 Describe the roles of skeletal muscles.

3.7 Describe the process/principles of muscular contraction.

3.8 Outline the types of muscular contraction.

3.9 Outline the structure and function of the pelvic floor muscles.

The learner will:

4. Understand the classification, structure, and function of the cardiovascular system

The learner can:

4.1 Summarise the structures of the cardiovascular system.

4.2 Describe the function of the cardiovascular system.

4.3 Outline the flow of blood around the systemic and pulmonary systems

4.4. Outline blood pressure:

- **classifications**
- **systolic/ diastolic.**

The learner will:

5. Understand the classification, structure, and function of the respiratory system

The learner can:

5.1. Summarise the structure of the respiratory system.

5.2. Outline the function of the respiratory system.

5.3. Outline the mechanism and control of breathing.

5.4. Outline the process of gaseous exchange.

The learner will:

6. Understand the classification, structure, and function of the nervous system

The learner can:

6.1. Summarise the structure and divisions of the nervous system.

6.2. Describe the functions of the nervous system.

6.3. Outline the role of each subdivision of the peripheral nervous system:

- **somatic**
- **autonomic**

6.4. Outline the structure of nerves.

6.5. Outline the process of a nerve impulse

6.6. Outline the function of:

- **motor units**
- **proprioceptors**
- **muscle spindles**
- **golgi tendon organs.**

The learner will:

7. Understand the classification, structure, and function of the endocrine system

The learner can:

7.1. Summarise the structure of the endocrine system:

- **major glands**
- **hormones.**

Gland	Hormone (to include)	Action/role (to include)
Adrenal	Epinephrine (adrenaline) Norepinephrine (noradrenaline)	Initiates stress response – fight or flight.
Pancreas	Insulin	Lowers blood sugar levels.

Gland	Hormone (to include)	Action/role (to include)
	Glucagon	Raises blood sugar levels.
Ovaries	Oestrogen	Female 'characteristics' Breast development
	Progesterone	Menstrual cycle/egg production Promote fat storage
Testes	Testosterone	Male 'characteristics' include increased muscle, bone mass, and the growth of body hair.

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

8.1. Describe the function of the digestive system.

8.2. Summarise the function of each of the main structures within the digestive system.

8.3. Describe the digestive process

The learner will:

9. Understand the classification, structure, and function of the energy systems

The learner can:

9.1. Describe the three energy systems.

9.2. Summarise the role of the energy systems in the resynthesis of adenosine triphosphate:

- anaerobic alactic (ATP-CP)
- anaerobic lactic (glycolytic)
- aerobic.

The learner will:

10. Understand lifespan changes which affect the body system, health, and wellbeing

The learner can:

10.1. Outline the effects of different lifespan changes to the body systems:

- young people (13-18)
- antenatal and postnatal period
- older adults (50 plus)

The learner will:

11. Understand the effects of exercise on body systems

The learner can:

11.1. Describe the effects which exercise has on the body systems

Assessment specification	Questions / answers on anatomy and physiology
	Oral questions and answers on anatomy and physiology

Underpinning knowledge and gym-based units

Learners must achieve all underpinning knowledge and gym-based units.

Providing a positive customer experience in the exercise environment (M/616/7824)

Unit aim

This unit develops the knowledge and skills an exercise and fitness instructor needs to present themselves in a professional manner, provide excellent customer service and demonstrate effective communication skills. Above all, to provide a positive customer experience an exercise and fitness instructor needs to ensure the exercise environment meets health and safety requirements.

Unit content

The learner will:

1. Understand customer needs and expectations

The learner can:

1.1 Identify the types of customers attending a local exercise and fitness facility

1.2 Identify the different requirements of customers attending a local exercise and fitness facility

1.3 Identify how a local exercise and fitness facility meets different types of customer requirements

1.4 Describe how to identify and confirm a customer's expectations

1.5 Explain the importance of gathering feedback to meet customer expectations

1.6 Identify methods of gathering customer feedback

1.7 Explain the importance of responding promptly to a customer seeking assistance

1.8 Identify ways in which an exercise and fitness instructor could build social support and inclusion in an exercise environment

The learner will:

2. Understand the principles of customer service

The learner can:

2.1 Describe the products and services in a local exercise and fitness facility that may be available to customers

2.2 Describe the personal attributes required to display a high level of customer service in an exercise environment

2.3 Identify the ways in which an exercise and fitness instructor could present themselves in a professional and approachable manner

2.4 Describe how an exercise and fitness instructor could contribute to improving customer retention

2.5 Explain how to influence a 'customer journey' in an exercise environment

The learner will:

3. Know how to engage with customers

The learner can:

3.1 Describe different methods of engaging with customers

3.2 Explain the importance of regular communication with customers

3.3 Describe different methods of building rapport with customers

3.4 Explain the importance of being visible and approachable within an exercise environment

3.5 Explain the importance of giving health, safety and exercise etiquette information to customers

The learner will:

4. Be able to prepare and maintain the exercise environment

The learner can:

4.1 Clean the exercise environment as required to maintain hygiene levels using appropriate cleaning substances

4.2 Utilise appropriate signage to identify potential hazards whilst cleaning

4.3 Demonstrate effective communication with customers and colleagues regarding cleaning

The learner will:

5. Understand the importance of professionalism in the health and fitness sector

The learner can:

5.1 Identify governing and/or professional bodies for the health and fitness sector

5.2 Outline the essential principles, values or ethical codes of practice laid out by governing and/or professional bodies for the health and fitness sector

5.3 Describe how an exercise and fitness instructor can keep knowledge and skills up to date

5.4 Describe how to identify opportunities and requirements for career progression in the health and fitness sector

The learner will:

6. Understand operational and legislative procedures within an exercise and fitness facility

The learner can:

6.1 Identify the types of emergencies that may occur in an exercise and fitness facility

6.2 Summarise the procedures and recording documents that should be in place in an exercise and fitness facility to maintain health and safety of staff and customers

6.3 Suggest types of cleaning materials and equipment that would be suitable for maintaining health and hygiene in an exercise environment

6.4 Identify the typical roles of individuals responsible for health and safety in an exercise and fitness facility

6.5 Explain the importance of following emergency procedures calmly and correctly

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

6.7 Outline why health and safety are important in an exercise and fitness facility

6.8 Identify the legal and regulatory requirements for health and safety relevant to working in an exercise and fitness facility

6.9 Describe duty of care and professional role boundaries in relation to special population groups

6.10 Describe the types of security procedures within an exercise and fitness facility

The learner will:

7. Understand how to control risks in an exercise and fitness facility

The learner can:

7.1 Identify possible hazards in an exercise and fitness facility

7.2 Describe how to carry out a risk assessment in an exercise environment

7.3 Describe how to control risks associated with hazards in an exercise environment

7.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally

The learner will:

8. Understand how to safeguard children and vulnerable adults

The learner can:

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

8.2 Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and vulnerable adults

8.3 Identify the types of abuse an exercise and fitness instructor may encounter

8.4 Identify possible signs of abuse

8.5 Describe an exercise and fitness facility's typical reporting procedures for safeguarding children and vulnerable adults

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

8.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

8.8 Explain when it may be necessary to contact statutory agencies

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

The learner will:

9. Understand processes to support a health and fitness business

The learner can:

9.1 Identify the components of financial planning for a health and fitness business

9.2 Identify a typical product offer within an exercise and fitness facility and how an exercise and fitness instructor may be able to support this

9.3 Describe the use of social media within a health and fitness business

9.4 Identify how to set up a social media/digital profile

Assessment specification	Assessment workbook (Section B)
	Observation of consultation and gym session (Summative)

Lifestyle management and health awareness (K/616/7949)

Unit aim

This unit develops the knowledge an exercise and fitness instructor needs to promote a healthy and active lifestyle. This includes the importance of healthy eating and offering behaviour change strategies to support clients to adopt behaviours that will help them to prevent a range of health conditions

Unit content

The learner will:

1. Understand how to promote a healthy lifestyle

The learner can:

1.1 Define the components of health- and skill-related fitness

1.2 Describe the benefits of a healthy and active lifestyle

1.3 Describe the implications of obesity in the UK

1.4 Describe how physical activity/exercise can help prevent common health conditions:

Chronic conditions including:

- coronary heart disease
- stroke
- some cancers
- type 2 diabetes
- hypertension
- obesity
- musculoskeletal conditions
- mental health conditions

1.5 Identify ways in which an exercise and fitness instructor could communicate the benefits of a healthy lifestyle to clients

1.6 Identify when an exercise and fitness instructor should refer a client to another professional regarding their health and wellbeing

1.7 Identify the relevant professionals an exercise and fitness instructor could refer a client to regarding their health and wellbeing

1.8 Describe how technology can assist in a client's journey towards a healthy lifestyle

The learner will:

2. Understand the importance of healthy eating

The learner can:

2.1 Describe the national food model/guide

2.2 Describe key healthy eating advice that underpins a healthy diet

2.3 Explain the importance of adequate hydration

2.4 Explain professional role boundaries in relation to offering nutritional advice

2.5 Describe the energy balance equation

2.6 Explain the health risks of poor nutrition

The learner will:

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

The learner can:

3.1 Identify typical barriers to exercise/physical activity

3.2 Explain why it is important for a client to take personal responsibility for their own fitness and motivation

3.3 Identify 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 Identify how to review and revise short-, medium- and long-term SMART goals

Assessment specification

Assessment workbook (Section C)

Gym-based programme planning and preparation (D/616/7950)

Unit aim

This unit covers the knowledge and skills a gym instructor needs to plan and prepare gym-based exercise programmes for a range of clients, within their scope of practice. This includes demonstrating effective communication to engage and fully support clients.

Unit content

The learner will:

1. Understand the importance of adapting communication techniques when dealing with customers with differing needs

The learner can:

1.1 Identify the most appropriate ways of communicating with customers to meet their needs considering background, culture and experience

1.2 Explain how non-verbal communication affects the behaviour of the customer

The learner will:

2. Understand how to collect client information to plan gym-based exercise

The learner can:

2.1 Identify different methods to collect client information, appropriate to the individual, including:

- **questionnaire (PARQ/PARQ +)**
- **interview/consultation**
- **informed consent**
- **observation**
- **fitness testing/physical measurements**

2.2 Explain the protocols to follow for screening clients prior to gym-based exercise

2.3 Identify risk stratification models that can be utilised by a gym instructor, to include:

- **Initial ACSM Risk Stratification**
- **Morgan and Irwin**

2.4 Identify the variables that can be used when risk-stratifying clients

2.5 Explain what is meant by low, medium and high risk

2.6 Identify methods of supporting clients in overcoming barriers towards exercise

2.7 Identify the importance of safely storing client information

The learner will:

3. Understand how to use client information to plan gym-based exercise

The learner can:

3.1 Give examples of how client information affects the planning of gym-based exercise

3.2 Identify the reasons for temporary deferral of exercise

The learner will:

4. Understand how to plan gym-based exercise for a range of clients

The learner can:

4.1 Outline how to plan and adapt gym-based exercise to meet the needs of clients with different objectives, including:

- **apparently healthy**
- **older people**
- **young people (14-18)**

4.2 Explain why it is important to agree goals and objectives for gym-based exercise with clients

4.3 Identify a range of exercises and methods of training for individual clients, including:

- **cardiovascular training methods**
- **cardiovascular equipment**
- **resistance training methods**
- **resistance equipment**

- **functional exercise**
- **flexibility and range of motion exercise**
- **motor skills**

The learner will:

5. Be able to collect and use information to plan a gym-based exercise programme for a range of clients

The learner can:

5.1 Use appropriate methods to collect information to plan gym-based exercise programmes, including:

- **lifestyle questionnaire**
- **PAR-Q/PAR-Q +**
- **health assessments (choose based on relevance to the client's lifestyle and goals)**

5.2 Use effective communication methods to engage and fully support the client

5.3 Identify client needs and any possible risks from participation in a gym-based exercise programme, signposting when required

5.4 Maintain client confidentiality

5.5 Agree objectives with clients

- **their needs and potential**
- **accepted good practice in the industry**
- **own level of competence**

5.6 Interpret individual client information to select gym-based exercises that will help clients to develop:

- **cardiovascular fitness**
- **muscular fitness**
- **flexibility**
- **motor skills and functional ability**

5.7 Suggest other activities to complement their programme according to interests

5.8 Plan how to minimise any risks relevant to the programme

5.9 Plan realistic timings and sequences for exercise

5.10 Ensure gym-based exercise programmes are balanced according to individual goals in order to for adaptations to occur

5.11 Record programme plans in an appropriate format

5.12 Identify the importance of reviewing programmes at regular intervals and setting review dates accordingly

Assessment specification	Preparing for and planning an exercise session written documents
	Observation of consultation and gym session (Summative)
	Case studies
	Knowledge questions

Gym-based programme delivery and professional instruction (H/616/7951)

Unit aim

This unit covers the knowledge and skills a gym instructor needs to professionally and safely deliver an effective gym-based exercise session to a range of clients.

Unit content

The learner will:

1. Understand how to deliver gym inductions and gym-based exercise sessions to a range of clients

The learner can:

1.1 Identify the most appropriate ways of communicating with customers to meet their needs taking into account background, culture and experience

1.2 Identify how to collect and assess client information

1.3 Identify basic health and fitness assessments to assess suitability for a gym-based exercise programme

1.4 Describe how a gym instructor could safely use the space and equipment in the gym environment

1.5 Identify appropriate methods of reviewing individual client progress

1.6 Explain the importance of reviewing client progress at regular intervals

The learner will:

2. Be able to prepare self and equipment for inductions and exercise sessions in the gym environment for individuals and groups

The learner can:

2.1 Prepare self to supervise gym-based exercise

2.2 Select equipment for gym-based programmes as appropriate to client's need and session

2.3 Prepare the environment and equipment as appropriate to client's need

The learner will:

3. Be able to introduce individuals and groups to a gym environment

The learner can:

3.1 Engage clients from the outset using effective communication to help client(s) feel welcome and at ease

3.2 Perform a verbal health check prior to starting a session

3.3 Confirm or revise plans with client(s) as appropriate

3.4 Explain the purpose of each component of a gym session

3.5 Advise client(s) of the facility's emergency procedures

3.6 Demonstrate effective communication and behaviour at all times to provide a professional, positive client experience on behalf of self and the facility

The learner will:

4. Be able to instruct gym-based exercise

The learner can:

4.1 Instruct safe and effective exercises for all components of a gym-based session (including safe lifting and spotting where required), to cover:

- **warm up**
- **cardio-vascular machines**
- **resistance machines**

- free weights
- use of small apparatus
- body weight and functional exercises (functional to client needs)
- flexibility/mobility
- cool downs

4.2 Identify methods of adapting gym-based exercise programmes to ensure appropriate progression and/or regression

4.3 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions)

4.4 Check client understanding at regular intervals

The learner will:

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

The learner can:

5.1 Adopt appropriate positions to observe clients and respond to their needs

5.2 Monitor the safety and intensity of exercise

5.3 Use motivational styles appropriate to the clients and the exercise format

5.4 Provide clear, supportive feedback and instruction at appropriate times

The learner will:

6. Be able to bring a gym-based exercise session to an end

The learner can:

6.1 Allow sufficient time to end the session according to the 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 gym-based exercise session without direct supervision

6.6 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

7.1 Review the outcomes of working with clients, taking into consideration client feedback

7.2 Identify:

- how well the exercises met client needs
- the effectiveness of session structure and equipment for meeting client needs
- how effective and motivational the relationship with the client was
- how well the instruction and communication style matched client needs
- the safety and effectiveness of programme and exercises
- things that went well and things to improve

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

Assessment specification	On course practical delivery of specific gym-based exercise
	Observation of consultation and gym session (Summative)



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