

Group Exercise Instructor Qualification Standards (freestyle)

Content covered in the Group Exercise Instructor qualification

These standards describe the competence required to instruct group exercise sessions. The standards relate to the delivery of pre-choreographed exercise to a group. Music may or may not be involved in the session; where music is involved clients may not be expected to work to the beat and phrase of the music. Original choreography is not required for these standards.

The Certificate in Group Exercise Instructing requires 150 guided learning hours (GLH) which must include 3 day's practical face to face tuition.

Wherever the term 'standards' is used in this document, this means skills (or occupational) standards, not any other types of standards that may be used in the health and fitness industry for club certification or other purpose.

Click on the link below to take you to each unit to complete. *Units 1-7 are transferrable to some other fitness qualifications.*

[Unit 1 \(A1\) Conduct health screening and assess client exercise preferences, barriers and goals](#)

[Unit 2 \(B1\) Apply principles of anatomy and physiology in a fitness context](#)

[Unit 3 \(D1\) Provide motivation and support as part of exercise instruction](#)

[Unit 4 \(D3\) Promote healthy eating and physical activity](#)

[Unit 5 \(G1\) Promote health and safety in a fitness environment](#)

[Unit 6 \(H1\) Provide customer service in health and fitness](#)

[Unit 7 \(I1\) Develop professional practice and personal career in the health and fitness industry](#)

[Unit 8 \(B4\) Plan and instruct group exercise \(freestyle\)](#)

The unit code given in brackets refers to the ICREPs Global Standards.

Unit 1 (A1) Conduct health screening and assess client exercise preferences, barriers and goals

This section covers the following knowledge, which must be delivered in full to the learners:

- Conduct health screening
- Agree fitness activities with clients

Knowledge to be covered

Conduct health screening

1. How to establish a rapport with clients, taking account gender, age and social class. Show sensitivity and empathy to clients and the information they provide, ensure clients understands the reasons for collecting information and how you will use it, ensure you maintain professional boundaries and refer if needed to another health professional.
2. Consider how to collect the required information, including using interviews and questionnaires, making observations and taking physical measurements, including the principles of informed consent
3. How to collect clients' health screening information and how to use health screening effectively (follow correct protocol for screening, ensure correct storage and disposal of information, ensure privacy and any legal or ethical and cultural considerations are met) to obtain information such as:
 - lifestyle evaluation
 - current fitness profile
 - time availability
 - exercise and training history
 - exercise preferences
 - exercise contraindications
 - specific fitness goals
 - identify clients' needs and potential
 - identify any possible risks from participation and plan how to minimise them
 - medical history
 - medications
 - informed consent
 - current fitness (could include fitness testing using correct protocols)
 - clearance letter from an allied health professional or medical practitioner if needed.
4. Follow legal and ethical requirements for the security and confidentiality of client information
5. Consider the factors, based on client screening, which may affect safe exercise participation, know how to identify and agree goals and objectives for a programme based on collected information and consider reasons for temporary deferral of exercise and referral to other professionals.
6. Analyse and interpret all the information collated regarding the client, identify any contraindications to them participating in exercise

Agree fitness activities with clients

7. Provide relevant information on the benefits of exercise and the impact of poor lifestyle behaviours on health and fitness to clients
8. Establish the physical, psychological and social reasons for clients' participation in an exercise program, help clients to identify barriers to adherence and how to overcome them.

9.	Identify the joint movements and muscles that client needs to target or strengthen based on the screening information collected.
10.	Work with clients to agree goals to include short, medium and long-term goals appropriate to their needs, ensure you manage their expectations regarding these goals
11.	Identify potential barriers to clients achieving their goals and discuss possible solutions to these barriers and to prevent drop out or relapse
12.	Identify clients' fitness requirements and provide clear information about appropriate exercise programmes to help them meet their goals, discuss the benefits of a range of suitable activities for them.

Unit 2 (B1) Apply principles of anatomy and physiology in a fitness context

This section covers the following knowledge, which must be delivered and assessed in full:

- Anatomical and physiological terminology
- Be able to apply anatomy and physiology knowledge to exercise planning and instruction
- Apply knowledge of the body's systems to exercise planning and instruction

Knowledge to be covered

Anatomical and physiological terminology

1. Anatomical and physiological terminology and describe and demonstrate movements of the body to clients

Be able to apply anatomy and physiology knowledge to exercise planning and instruction

2. Be able to apply anatomy and physiology knowledge to exercise planning and instruction to include:
 - a. the structure and function of the skeletal system**
 - basic functions of the skeleton
 - structures of the axial skeleton
 - structures of the appendicular skeleton
 - classification of bones
 - structure of long bone
 - stages of bone growth
 - potential ranges of motion of the spine
 - b. the structure and function of Joints in the skeleton**
 - classification of joints,
 - structure of synovial joints
 - types of synovial joints and their range of motion
 - joint movement potential and joint actions
 - c. the structure and function of the circulatory system**
 - location, function and structure of the heart
 - how blood moves through the four chambers of the heart
 - heart rates, stroke volume and cardiac output
 - systemic and pulmonary circulation
 - the structure and functions of blood vessels
 - blood pressure
 - blood pressure classifications
 - d. the structure and function of the respiratory system**
 - location, function and structure of the lungs

<ul style="list-style-type: none"> • main muscles involved in breathing • passage of air through the respiratory tract <ul style="list-style-type: none"> ▪ process of gaseous exchange of oxygen and carbon dioxide in the lungs • the structure and function of the cardiovascular system <p>e. the structure and function of the muscular system</p> <ul style="list-style-type: none"> • The three types of muscle tissue • the characteristics and functions of the three types of muscle tissue • the basic structure of skeletal muscle • names and locations the skeletal muscles • structure and function of the pelvic floor muscles • different types of muscle action • joint actions brought about by specific muscle group contractions • skeletal muscle fibre types and their characteristics <p>f. the structure and function of the nervous system</p> <ul style="list-style-type: none"> • role and functions of the nervous system • principles of muscle contraction • 'all or none law'/motor unit recruitment • how physical activity can enhance neuromuscular connections and improve motor fitness
<p>Apply knowledge of the body's systems to exercise planning and instruction</p>
<p>3. Apply knowledge of the body's systems to exercise planning and instruction, to include:</p> <ul style="list-style-type: none"> • consideration of joint type and risk of injury • structure of muscles and the process of contraction
<p>4. Be able to analyse which joints and muscles are being utilised in an exercise and their role in the movement.</p>
<p>5. Know and apply correct postural alignment for exercises to include:</p> <ul style="list-style-type: none"> • the curves of the spine • neutral spine alignment • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
<p>6. The body's energy systems and how they work at different exercise intensities</p> <ul style="list-style-type: none"> • how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate • the use of the three energy systems during aerobic and anaerobic activity
<p>7. The immediate physiological responses and physiological adaptations of the body's systems to exercise, for example the heart rate increasing as the client begins their warm up on the bike.</p>
<p>8. The effects of starting, continuing and stopping, different types of training, described in terms of their physiological responses for example increase in heart rate, releases of hormones, neuromuscular activation, changes to breathing rate.</p>

Unit 3 (D1) Provide motivation and support as part of exercise instruction

This section covers the following knowledge, which must be delivered and assessed in full:

- Assist clients to develop motivational strategies
- Support client motivation

Knowledge to be covered

Assist clients to develop motivational strategies

1. Identify clients' reasons for taking part in regular exercise and physical activity
2. Identify clients' preferences for exercise and describe why incorporating clients' exercise preferences into their programme can strengthen motivation and adherence.
3. Ensure clients understand the benefits of taking part in exercise and physical activity
4. Provide clients with correct information about the amount of physical activity required to achieve health benefits
5. Inform clients about opportunities for regular physical activity appropriate to their needs, abilities and preferences
6. Describe the typical goals and expectations that clients may have
7. Identify potential barriers to clients taking part in exercise and physical activity and work with clients to reduce these

Support client motivation

8. Help clients to develop and follow through their own motivational strategies to help them to adhere to an exercise programme. You will need to consider Personal attitudes, actions and values to positively influence clients exercise adherence, confidence and behaviour, environmental and cognitive factors and their potential effect on exercise adherence
9. Apply a variety of motivational techniques when training clients
10. Describe different behaviour change approaches to encourage adherence to exercise/physical activity and create appropriate intervention strategies for each stage of behavioural change
11. Describe the requirements for successful behavioural change
12. Describe the stages of change (Stages of change model) a person may go through when taking part in regular exercise and different behaviour change approaches that can be used to encourage adherence to exercise
13. Describe the human behavioural change related to the different stages of change
14. Analyse how the personal, environmental and cognitive factors and their potential effect on exercise adherence
15. Describe the use of incentives and rewards that can strengthen clients' motivation and adherence that can be specific to different clients
16. Use Effective communication with the clients, including the use effective verbal and nonverbal communication skills when instructing clients to optimise motivation and performance
17. Provide positive reinforcement and feedback to clients to positively influence exercise behaviour and increase clients' confidence
18. Understand why it's important for clients to take personal responsibility for their own fitness and motivation and use methods to use there are able to do this.
19. Assist clients to develop their own strategy for motivation and adherence

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| 20. | Describe how to form effective working relationships with clients |
| 21. | Describe how to interpret client responses including body language and other forms of behaviour especially when undertaking exercise |

Unit 4 (D3) Promote healthy eating and physical activity

This section covers the following knowledge, which must be delivered and assessed in full:

- Promote healthy eating and nutrition to clients
- Screen/assess clients
- Support fitness clients with body image issues
- The role of the body's energy systems

Knowledge to be covered

Promote healthy eating and nutrition to clients

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|----|---|
| 1. | Describe the structure and function of the digestive system and the effects of healthy eating on the other major body systems |
| 2. | <p>Explain the concept of a healthy eating, well-balanced diet and regular exercise to promote and improve overall good health, to include:</p> <ul style="list-style-type: none"> • providing information in a manner that fosters a positive attitude towards food and eating. • recognise indicators of poor body image and discuss body satisfaction with clients. • show sensitivity to cultural and social differences. • use knowledge of the structure and function of the digestive system when providing information to clients • explain the factors that influence fat loss response to exercise to enable effective goal setting |
| 3. | <p>Explain the general principles of healthy eating including:</p> <ul style="list-style-type: none"> • food groups • national dietary guidelines • carbohydrates • lipids • cholesterol • protein • minerals • vitamins • fluid and electrolytes • intake of nutrients • balanced diet • food labelling • food preparation • myths and fallacies • nutritional supplementation • energy balance • recommended daily intake of nutrients • fuel for exercise • fuel for minimising post-exercise fatigue and maximising recovery • hydration levels |

4.	<p>Explain a range of dietary trends which may include:</p> <ul style="list-style-type: none"> • fad' or popular diets • nutritional supplementation • healthy eating ergogenic aids
5.	<p>Describe industry standards and appropriate protocols for giving healthy eating information to clients, to include:</p> <ul style="list-style-type: none"> • how and when to refer clients with healthy eating or dietary concerns to a suitably qualified medical professional/ dietician • understanding the scope of practice for exercise professionals in providing advice, how to remain within professional boundaries • how to work within the current legal and ethical limitations of their profession in providing healthy eating information • show sensitivity to cultural and social differences
Screen/assess clients	
6.	<p>Screen/assess clients to obtain the following:</p> <ul style="list-style-type: none"> • information about their current nutritional intake and physical activity levels • relevant body composition measures which may include: <ul style="list-style-type: none"> · weight · height · waist circumference · hip circumference · skinfolds · waist to hip ratio
7.	<p>Evaluate the information collected in the fitness appraisal of clients about current body composition using relevant body composition measures</p>
Support fitness clients with body image issues	
8.	<p>Describe the management of body composition including:</p> <ul style="list-style-type: none"> • metabolism • balance between energy intake and energy expenditure • energy expenditure • energy intake
9.	<p>Implement strategies to promote body satisfaction when providing information about exercise, physical activity, fitness testing and healthy eating options. To include the following healthy eating or dietary concerns:</p> <ul style="list-style-type: none"> • anorexia • bulimia • overweight or obesity • nutritional deficiencies including iron • calcium • dehydration • diabetes
The role of the body's energy systems	
10.	<p>Describe briefly the role of the body's energy systems in the storage and utilisation of energy substrates for energy production. Energy substrates including:</p> <ul style="list-style-type: none"> • lipids • carbohydrate • protein

- alcohol
- Energy systems including:
- alactic
 - lactic
 - aerobic

Unit 5 (G1) Promote health and safety in a fitness environment

This section covers the following knowledge, which must be delivered and assessed in full:

- Maintain a health and safety exercise environment
- Controlling risks
- Know how to address safety issues within the limits of own role and responsibility
- Respond to emergency situations

Knowledge to be covered

Maintain a health and safety exercise environment

1. Describe relevant up to date legal and regulatory health and safety information, safety requirements and procedures for all equipment, facilities, areas and tasks, to include:
 - manufacturers' guidelines and instructions for the use of facilities and equipment
 - documents relating to health and safety that may have to be completed and how to complete them correctly
 - identify legislative rights and responsibilities for workplace health and safety
2. Describe how to address safety issues within the limits of own role and responsibility
3. Describe relevant health and safety policies and procedures which may include:
 - chemical handling
 - duty of care
 - emergency procedure
 - first aid
 - general maintenance
 - hazard identification
 - health and hygiene
 - issue resolution
 - manual handling
 - occupational health and safety
 - personal safety
 - reporting procedures
 - security
 - stress management
 - use of personal protective equipment
 - waste disposal
4. Be able to assess health and safety requirements in an exercise environment which may include:
 - environmental conditions
 - slippery surfaces
 - manual handling and lifting
 - toxic substances
 - industrial gases

- body fluids
- fire
- infectious waste
- sharps
- chemical spills
- dust and vapours
- noise, light and energy sources
- faulty electrical equipment
- faulty sport or activity-specific equipment
- vehicles

Controlling risks

5. Describe how to, identify, control and minimise hazards in the exercise environment, to include:
- a definition of hazards and how they can be identified, isolated, eliminated or minimised
 - how to identify and deal safely with hazards
 - how to report accidents, incidents, hazards and unsafe work practices and pass on suggestions for improving health and safety to relevant colleagues.
 - the types of accidents, injuries and illnesses that may occur in the activity environment

Respond to emergency situations

6. Be able to respond to an emergency situation to include:
- be able to deal with injuries and signs of illness before qualified assistance arrives.
 - call for assistance if required ie qualified first aider or the emergency services
 - know the reporting procedures for emergencies and the emergency procedures
 - know the roles that different staff and external services play during an emergency
7. Describe first aid equipment requirements to ensure they meet health and safety guidelines and is present and functional

Unit 6 (H1) Provide customer service in health and fitness

This section covers the following knowledge, which must be delivered and assessed in full:

- Maintain standards for personal presentation
- Communicate effectively with clients
- Provide customer with effective service
- Respond effectively to client complaints

Knowledge to be covered

Maintain personal presentation

1. Describe how to maintain standards for personal presentation that apply to the fitness industry and understand the importance of presenting themselves in a positive manner.

Communicate effectively with clients

2. Communicate effectively with clients to include the following:
- in a polite, professional and friendly manner
 - using appropriate language and tone in written and spoken and non-verbal communication
 - develop a rapport with and provide empathy with clients
 - provide information clearly to clients
 - using appropriate nonverbal communication skills

- be able to listen to clients and ask questions to check understanding
- be able to respond to a range of clients and show sensitivity to cultural and social differences
- understand the importance of valuing equality and diversity when working with clients

Provide customer service to clients

3. Provide customer with effective service to include:

- greet clients effectively
- customer service techniques to meet client requirements and requests
- be able to identify client needs and expectations correctly
- be able to provide correct information and advice on appropriate products and services to the customer
- ensure client satisfaction
- form an effective working relationship with clients, know legal and ethical issues relating to client relations
- meet all reasonable client needs and requests
- identify and take all opportunities to enhance service quality
- engage with clients during exercise session
- how to link customer service to client motivation and adherence
- recognise client dissatisfaction promptly and take action to resolve the situation
- how to provide on-going customer service to clients
- understand the importance of client care both for the client and the organisation
- the importance of customer service to the development of the active industry and reaching out to non- traditional clients

4. Provide alternative customer service solutions if necessary and consult with a colleague or other professional where there is difficulty in meeting customer needs and expectations, consider the types of issues which may need to be referred to a colleague or other professional.

Respond effectively to client complaints

5. Describe how to respond effectively to client complaints including:

- how to recognise client dissatisfaction
- be positive, sensitive and polite and in responding to the client complaint
- maintain a positive and cooperative manner at all times
- the importance of explaining any delay in dealing with clients and how to do so effectively
- complaint handling policies and procedures that generally operate within the fitness industry

Unit 7 (I1) Develop professional practice and personal career in the health and fitness industry

This section covers the following knowledge, which must be delivered and assessed in full:

- Reflect on professional practice
- Improve own development and career opportunities
- The fitness industry

Knowledge to be covered

Reflect on professional practice

1. Reflect on professional practice, considering the following:
 - how to identify areas where further development of professional practice is needed
 - how to review the outcomes of working with clients, their feedback and feedback from colleagues, peers or managers
 - the importance of discussing ideas with other professionals and take account of their views
 - identify how effective the instructor is in managing clients' activity, including their health, safety and welfare
 - how to identify key lessons and how to make use of these in the future practice to improve planning and instructing
 - consider how to monitor the effectiveness of their instruction or programmes
 - consider how to monitor effective and motivational relationships with clients have been
 - consider how to monitor how well instructing styles matched clients' needs
2. Understand the importance of reflection and continuing professional development in helping to develop client health, fitness and motivation

Improve own development and career opportunities

3. Identify to improve own development and career opportunities
 - understand how to access information and keep up-to-date with developments in the active industry
 - consider career goals
 - how to develop a personal action plan to help to improve professional practice and career advancement
 - take part in relevant development activities
 - the importance of regularly reviewing and updating personal action plan
 - consider a range of ways in which you can improve own professional practice

The fitness industry

4. The structure of the fitness industry and an organisations typical structure, and the role of the fitness professional in the industry
5. How to register with professional bodies and how to find opportunities for continuing professional development (CPD)
6. Relevant code of conduct or code of ethical practice and how to evaluate against it
7. Consider a range of employment opportunities in different sectors of the industry

Unit 8 (B5) Plan and instruct group exercise

This section covers the following knowledge, which must be delivered in full to the learners:

- Plan group exercise to music
- Identify and plan for possible risks during the session
- Prepare to instruct the session
- Delivery and instruction of the group exercise
- Bring group exercise to music session to an end
- Leaving the environment
- Evaluate group exercise session

Knowledge to be covered

Plan group exercise to music

1. Plan objectives for a group exercise to music session
2. Plan equipment to use in the group exercise session and consider its uses
3. Plan the class structure, which could include:
 - single peak
 - twin peak
 - interval
 - steady state
4. Determine the expected fitness outcomes and session type for the client group
5. Include different objectives for a group exercise to music session, to include:
 - cardio-vascular fitness,
 - muscular fitness,
 - flexibility,
 - motorskills
6. Include a range of session types and exercises that are safe and appropriate for clients
7. Plan appropriate phases of the session and a varied range of exercises to meet the needs of the client group, phases should include:
 - warmup
 - pulse raiser
 - mobility
 - main CV workout using the aerobic curve
 - pulse raiser
 - main workout, - build down
 - muscular strength and endurance
 - flexibility
8. Develop original sequences of choreography with realistic timings for the session to suit session type including:
 - addon
 - pyramids
 - holding patterns
 - travelling
 - organised action
 - movement transitions
 - 32 count phrase
 - Verse chorus

	<ul style="list-style-type: none"> • layering
9.	<p>Provide safe and effective exercises appropriate to the needs and levels of the following client groups:</p> <ul style="list-style-type: none"> • beginner • intermediate • advanced
10.	<p>Include the principles of exercise planning and repertoires to enable the selection and sequencing of exercises appropriate for beginner, intermediate and advanced clients</p>
11.	<p>Select and sequence music according to duration, concepts and phases and type of session,</p>
12.	<p>Ensure suitable speed, music beat, tempo, phrasing and type of music for the clients</p>
13.	<p>Access relevant music and ensure that it meets:</p> <ul style="list-style-type: none"> • organisational policies and procedures • legislation • regulatory requirements
<p>Identify and plan for possible risks during the session</p>	
14.	<p>This could include assessing the following:</p> <ul style="list-style-type: none"> • room • activity space • equipment • clients • venue • access
<p>Prepare to instruct the session</p>	
15.	<p>Prepare for the session to include:</p> <ul style="list-style-type: none"> • arrive in time to set up sessions • prepare space for group exercise session • meet the clients punctually and make them feel welcome and at ease • prepare music and other resources • prepare and provide safe and appropriate equipment for clients where relevant • organise sufficient space for safe exercise performance
16.	<p>Effectively screen the clients at the start of the session to include:</p> <ul style="list-style-type: none"> • check clients' level of experience and ability • identifying any new clients • check clients' physical condition, whether they have an illness or injury • advise individuals of any reasons why they should not participate in the exercises where appropriate
<p>Delivery and instruction of the group exercise</p>	
17.	<p>Consider and show awareness of client's reasons for participating in group exercise to include:</p> <ul style="list-style-type: none"> • physical • psychological • social
18.	<p>Explain the purpose and value of the session including:</p> <ul style="list-style-type: none"> • warm- up • cool-down • description of the exercises that are included

	<ul style="list-style-type: none"> the physical and technical demands of the session
19.	Use warm up activities that are safe and effective for the clients
20.	<p>Apply the principles of training to include:</p> <ul style="list-style-type: none"> specificity overload progression reversibility recovery frequency intensity time type
21.	<p>Apply the components of fitness in the group exercise session, to include:</p> <ul style="list-style-type: none"> cardiovascular fitness muscular strength muscular endurance body composition flexibility speed power balance agility coordination
22.	<p>Deliver the selection of exercises using appropriate methods:</p> <ul style="list-style-type: none"> instructional methodologies sequencing effective methods of combining movements of adapting exercises to suit all participants to ensure suitable regressions to ensure suitable progression – consider the effects of levers, gravity, speed and resistance exercises that gradually build effective break down of exercise/movements to their component parts
23.	Observe clients' performance throughout the session
24.	Monitor exercise intensity and adjust as required.
25.	Include injury prevention strategies and teaching points
26.	Identify any new risks that arise during the session and deal with them in a suitable manner
27.	<p>Give explanations and demonstrations that are:</p> <ul style="list-style-type: none"> technically correct encourage safe and effective alignment of exercise positions
28.	Provide effective cueing
29.	Demonstrate effective methods of combining movements
30.	<p>Use appropriate and effective communication skills to include:</p> <ul style="list-style-type: none"> relevant volume, pitch and voice projection relative to the music or environment

	<ul style="list-style-type: none"> • correct use of microphone (if relevant and being used) • use effective verbal and visual communication using mirroring when relevant
31.	Keep to the planned timings for the session
32.	Use appropriate teaching methods to: <ul style="list-style-type: none"> • correct technical errors • reinforce technique with suitable teaching points • improve performance of clients with suitable demonstrations and teaching points • ensure effective alignment of exercise positions throughout the session • ensure safe and effective movement
33.	Adapt the correct teaching positions <ul style="list-style-type: none"> • ensure appropriate teaching positions during the session to improve observation of all clients • change positions throughout the session to ensure constant observation of all clients • ensure teaching position allows you to ask questions to clients and make eye contact
34.	Work to the structure, beat and phrase of the music
35.	Ensure clients work to the structure and phrase of the music
36.	Use effective verbal and visual communication and employ mirroring
37.	Provide feedback and instructing points which are: <ul style="list-style-type: none"> • timely • clear • meeting the motivational needs of the clients
38.	Give attention and encouragement to all clients
39.	Use motivational techniques to positively influence performance during exercise sessions and maximise exercise adherence
40.	Monitor exercise effectively and ensure clients exercise safely
41.	Vary the pace and speed of exercises to ensure safety and effectiveness
42.	Recognise and respond to inappropriate client behaviour to effectively manage group cohesion
Bring group exercise to music session to an end	
43.	Explain the purpose and value of the cool down and safe and effective cool down activities for group exercise to music
44.	Allow sufficient time to end the session
45.	End the session using cool down activities that are safe and effective for the clients
46.	Give and receive feedback with the clients to include: <ul style="list-style-type: none"> • give the clients an accurate summary of feedback on the session • encourage clients to think about the session and ask questions • provide feedback to clients and identify their further needs • make sure the clients have information about future sessions
Leaving the environment	
47.	Leave the environment at the end of the session to include: <ul style="list-style-type: none"> • Following the correct procedures for checking and dealing with any equipment used • Leave the environment in a condition acceptable for future use

Evaluate group exercise session	
48.	Know the principles of evaluation and self-reflection
49.	Evaluate client response and feedback and Identify: <ul style="list-style-type: none">• how well the exercises met clients' needs• how effective and motivational the relationship with the clients was• how well the instructing style matched the clients' needs
50.	Evaluate own performance, considering principles of evaluation and self-reflection
51.	Identify potential improvements for future sessions
52.	Identify how to improve personal practice in group exercise and future sessions