



CIMSPA PROFESSIONAL STANDARD

EVIDENCE MAPPING TEMPLATE

Strength and Conditioning Trainer

**CIMSPA PROFESSIONAL STANDARD:**

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## 1. Overview

### Professional Standards:

* Establish the essential knowledge, skills and behaviours that are needed to meet the sector minimum deployment standards for a given role.
* Contain learning and development requirements (LDRs) that consist of a detailed breakdown of the minimum skills and knowledge needed to be competent in a role.
* Are developed in conjunction with employers and technical experts in order to match the demands of the role within the workplace.

The agreed industry prerequisite to undertake a role in the sport and physical activity sector is to have achieved a CIMSPA endorsed educational product that fully meets the professional standard. Individuals who achieve this will be deemed to have met this standard and will also be eligible for the relevant CIMSPA membership.

To achieve CIMSPA endorsement, mapping evidence corresponding to the relevant role should be completed and submitted. The mapping evidence covers the learning and development requirements and the product development guidance contained in the Professional Standard for the role.

### Educational products

The relevant CIMSPA employer group has agreed the professional standards for core job roles can be mapped to the following educational products:

|  |  |  |
| --- | --- | --- |
| Educational product | Mapping requirements | Professional Standard Strength and conditioning trainer attained on Achievement? |
| Regulated vocational qualification | Fully mapped | YES |
| Trailblazer apprenticeship programme | Fully mapped | YES |
| HE programme/modules | Fully mapped | YES |
| CPD programme/modules | Partially mapped | NO |

* All educational products submitted for endorsement must follow the product development guidance outlined in the professional standard.
* The learning development requirements must be met in full. Where in limited cases the submitting agency feels an outcome cannot be met a written explanation must be provided this will then be explored further with the submitting agency.

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## 2. Product mapping guidance

|  |  |  |
| --- | --- | --- |
| Evidence number | Level and Total Qualification Time (TQT) | Evidence  (A rationale/overview must be provided for each) |
| **QUALIFICATION DESIGN** | | |
| 1 | Qualification level assigned (England/Wales/NI and Scotland). | Can include levelling table. |
| 2 | TQT assigned, to include:  (a) The number of hours assigned to Guided Learning, and,  (b) 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, unlike guided learning, not under the Immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.  *Source: ‘Total Qualification Time Criteria for All Qualifications’ (Ofqual, 2015)* |  |
| **HUMAN RESOURCES/SYSTEMS** | | |
| 3 | Robust systems to support quality control of assessment in place. |  |
| 4 | Qualified external verifiers, tutors, assessors and internal verifiers. |  |
| **ASSESSMENT AND EVIDENCE GENERATION** | | |
| 5 | Appropriately weighted formative and summative assessment methods. |  |
| 6 | Assessment of occupational competence  ‘on the-job’/ ‘at work’. |  |
| 7 | Assessment is completed with ‘real clients/participants’. |  |

## 

## 3. Learning and development requirements (LDRs) mapping

*N.B. Examples (e.g.) 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. Consultations, assessments, inductions and screening

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K1.1 | Participant consultation process | Understand the consultation process specific to strength and conditioning programme planning and own professional role boundaries including:   * + The significance of the consultation as part of the participant experience/participant journey.   + Importance of educating participant about their own role, responsibilities and limitations in providing assistance (scope of practice).   + The importance of communicating with other professionals and the wider support team: e.g. S&C coach, sports coach, parent or guardian.   + The full range of activities/services/classes available to participants and how to provide further information about them.   + The different demographics, fitness levels and goals of participants’ and how best to cater for their differing needs.   + Relevance of data protection and participant confidentiality.   + An organisation’s participant charter/service promise and the importance of striving to exceed it.   + Related products, systems and technology that help to enhance the participant experience: e.g. class booking apps. |  |  |  |
| K1.2 | Health screening and risk stratification | Know evidence-based pre-exercise health screening methods:   * + PAR-Q, PAR-Q+, organisation/employer devised methods or a health commitment statement.   + Informed consent.   + Physical assessments including exercises to assess movement skill, strength-based ability and cardiovascular fitness.   + Youth maturation monitoring. * Understand risk stratification models and when to signpost or refer a participant to other specialist exercise professionals and/or medical professionals including:   + How to risk stratify participants.   + Have a clear understanding of the absolute contraindications to exercise and factors that indicate that a participant is at low, medium or high risk of an adverse event occurring during exercise or the propensity for risk.   + Have knowledge of the recognised tools: e.g. the Irwin and Morgan traffic light system, other national and/or international evidence-based tools and national and locally agreed protocols, referral and care pathways.   + Relevant health history, current health status, particularly in relation to risk factors for heart disease.   + The identification of past and present injuries, disabilities and medical conditions that would necessitate medical clearance or referral to an appropriate medical professional or other clinician or medically supervised exercise programme.   Know when to refer, signpost or take action and what action to take in each circumstance: e.g., low, medium or high risk. |  |  |  |
| K1.3 | Participant assessment and review process | Know a range of health and fitness assessments relevant to the training environment and participant including:   * + Use of lifestyle questionnaires to gather relevant information: e.g. the participants previous and current levels of activity and their exercise likes and dislikes.   + Selecting assessments appropriate to the participant and assessment conditions/expectations of the organisation.   + Range of assessments relevant to the participant including:     - Resting heart rate.     - Blood pressure.     - Maximal and sub-maximal cardio-respiratory fitness.     - Muscular strength and endurance.     - Youth maturation stage.     - Body Mass Index (BMI).     - Waist circumference.     - Progress photographs (if desired).     - Contraindications and limitations for testing. * Know how to monitor and review participant progress including:   + The importance of building-in re-assessments/reviews to support participant progress, motivation and adherence.   + How to review a strength and conditioning programme in consultation with the participant, based on results, goals, individual needs and changing circumstances. |  |  |  |
| K1.4 | Participant induction process | Know how to induct participants in the training environment:   * + Policies/procedures in and around the gym/facility relevant to own role.   + Facility walk-through/show-round: e.g. gym floor, cardiovascular machines and resistance equipment (machine and free weights).   + How to adapt inductions for individuals and small groups (maximum of 5) to maintain effectiveness. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S1.1 | Conduct consultations, assessments and training environment inductions | Assess a participant’s readiness to exercise and the need for signposting or referral to other relevant professionals.   * Conduct safe and effective consultations, health assessments, training environment inductions and reviews with participants. * Adapt inductions for individuals and small groups (maximum of 5) to maintain effectiveness. * Provide a ‘participant experience’ during consultations, health assessments and inductions including:   + Engage and build rapport with participants with varying needs.   + Show empathy.   + Give positive, motivating, timely and relevant feedback to participants.   + Be accountable and take responsibility for participants.   + Use effective communication methods to ascertain a participant's needs and enhance the participant experience.   + Signpost participants to other areas of the facility if they show an interest in other activities or services provided by the organisation. |  |  |  |

2. Maximise the participant experience

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K2.1 | Participant needs | Understand the local demographics of their organisation’s participants and how this affects the products and services offer.   * Understand participant expectations and aspirations within the training environment. * Know how to build social support and inclusion within the training environment. * Know how to obtain feedback to support exercise adherence. |  |  |  |
| K2.2 | Participant service | Understand their organisation’s products and offering.   * Understand a typical participant journey in a training environment. * Understand how to present themselves in a professional and approachable manner, in line with organisational standards. * Understand the importance of participant retention and how to influence this. |  |  |  |
| K2.3 | Participant engagement | Understand different methods to engage with participants including:   * + Face-to-face.   + Telephone.   + Written: e.g. letters, email and posters.   + Social media.   + Digital technology. * Know different types of conflict and how to manage them. * Know different methods to build rapport in order to maximise the participant experience. * Know how to support safe and enjoyable use of the training environment. * Understand the importance of being accessible and approachable to participants. |  |  |  |
| K2.4 | Participant communication | Understand different communication techniques and how to use them including:   * + Observation, non-verbal techniques, body language, open and closed questioning and active listening.   + How to adapt communication methods to meet the needs of participants from differing backgrounds, cultures and experience etc. |  |  |  |
| K2.5 | Participant feedback | Understand different methods to obtain participant feedback and channels of recording and reporting in line with organisational procedures.  Understand the feedback cycle and the impact of their role on the participant experience. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S2.1 | Participant data | Interpret participant data in order to understand the different types of participants and their needs. |  |  |  |
| S2.2 | Participant engagement | Demonstrate participant engagement: e.g. deliver an informative tour, deal with participant enquiries and offer an end-to-end service. |  |  |  |
| S2.3 | Participant service | Demonstrate exemplary participant service to include: problem solving, discretion, influencing, teamwork, suitable language use. |  |  |  |
| S2.4 | Develop rapport with participants | Develop rapport with participants in a friendly and approachable manner whilst respecting equality and diversity. |  |  |  |
| S2.5 | Professional demeanour | Demonstrate a professional demeanour: e.g. uniform and personal attributes and positive first impressions. |  |  |  |
| S2.6 | Communication | Demonstrate communication methods appropriate to the participant. |  |  |  |

### 3. Exercise anatomy and physiology

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K3.1 | Structure and function of the circulatory system | Know the structure and function of the circulatory system including:   * + Function of the heart.   + How blood moves through the four chambers of the heart.   + Systemic and pulmonary circulation.   + Structure and functions of blood vessels.   + Systolic and diastolic blood pressure.   + Blood pressure classifications. |  |  |  |
| K3.2 | Structure and function of the respiratory system | Know the structure and function of the respiratory system including:   * + Structure and function of the lungs.   + Main muscles involved in breathing.   + Passage of air through the respiratory tract.   + Process of gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration). |  |  |  |
| K3.3 | Structure and function of the skeleton | Know the structure and function of the skeleton including:   * + Functions of the skeleton.   + Structures of the axial skeleton.   + Structures of the appendicular skeleton.   + Classification of bones.   + Structure of long bones.   + Stages of bone growth.   + Posture, in terms of:     - Curves of the spine.     - Neutral spine alignment.     - Movement potential of the spine.     - Postural deviations of the spine. |  |  |  |
| K3.4 | Joints | Know joints in the body including:   * + Classification of joints.   + Structure of synovial joints.   + Types of synovial joints and their range of motion.   + Joint movement potential and joint actions. |  |  |  |
| K3.5 | Muscular system | Know the muscular system including:   * + Types, characteristics and functions of muscle tissue.   + Structure of skeletal muscle.   + Name and location of the anterior skeletal muscles.   + Name and location of the posterior skeletal muscles.   + Structure and function of the pelvic floor muscles.   + Types of muscle action.   + Joint actions brought about by specific muscle group contractions.   + Skeletal muscle fibre types and their characteristics. |  |  |  |
| K3.6 | Life-course of the musculoskeletal system | Know the life-course of the musculoskeletal system, including bone, to cover:   * + Children and adolescents.   + Antenatal and postnatal period.   + Older adults (50 plus). |  |  |  |
| K3.7 | Energy systems | Know the different energy systems including:   * + How carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate.   + Use of the three energy systems during aerobic and anaerobic exercise: e.g. according to different type, duration and intensity of exercise.   + Anabolism, catabolism and excess post-exercise oxygen consumption (EPOC).   + By-products of the three energy systems and their significance in muscle fatigue.   + Effect of endurance training/advanced training methods on the use of fuel for exercise. |  |  |  |
| K3.8 | Nervous system | Know the nervous system including:   * + Roles and functions of the nervous system.   + Principles of muscle contraction.   + The ‘all or none’ law/motor unit recruitment.   + How exercise can enhance neuromuscular connections and improve motor fitness. |  |  |  |
| K3.9 | Digestive system | Know the structure and function of the digestive system including:   * + Functions of each section of the alimentary canal including:     - Mouth.     - Oesophagus.     - Stomach.     - Small intestine.     - Large intestine.   + How fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved.   + Role of dietary fibre in the maintenance of gut function.   + Role of the liver and pancreas in assisting digestion.   + Timescales for digestion.   + Importance of fluid. |  |  |  |
| K3.10 | Anatomical planes of movement | Know the classification of anatomical planes of movement including:   * + Frontal.   + Coronal.   + Sagittal.   + Transverse. |  |  |  |
| K3.11 | Anatomical terms of location | Know the classification of anatomical terms of location including:   * + Superior and inferior.   + Anterior and posterior.   + Medial and lateral.   + Proximal and distal.   + Superficial and deep. |  |  |  |
| K3.12 | Applied biomechanics and kinesiology | Know the effect of exercise variables on biomechanics and kinesiology. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S3.1 | Application of exercise anatomy and physiology | Apply knowledge of anatomy and physiology in the planning of safe and effective exercise programmes for a range of participants including:   * + 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 and goals |  |  |  |

4. Lifestyle management and participant motivation

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K4.1 | Lifestyle and health promotion | Understand components of a healthy lifestyle and factors that affect health and wellbeing.   * Understand the UK physical activity guidelines for different ages and the dose-response relationship. * Know the nationally-recognised healthy eating recommendations. * Know how to seek evidence-based/reputable health and wellbeing advice. * Understand the benefits of physical activity and exercise to health and wellbeing. * Understand the importance of sleep and the impact of poor sleep quality. * Know how to tailor advice on the components of a healthy lifestyle according to the individual participant. * Know how to communicate the health-related benefits of exercise to participants. * Know how technological advancements can be used to support the participant experience to increase physical activity levels, motivation and focus: e.g. wearable technology, pedometers, smartphone apps. |  |  |  |
| K4.2 | Risk reduction and management of common health conditions | Understand the prevalence and health implications of the UK population.   * Know professional role and scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance. * Know how physical activity and exercise can help to reduce the risk and manage common health and chronic conditions including:   + Coronary heart disease.   + Stroke.   + Type 2 diabetes.   + Cancer.   + Obesity.   + Mental health problems.   + Musculoskeletal conditions. * Know the range of relevant exercise or health professionals that participants can be signposted/referred on to when they are beyond own scope of practice. |  |  |  |
| K4.3 | Behaviour change and exercise adherence | Understand the stages of change and the Trans-Theoretical Model of behaviour change.   * Understand the role of intrinsic and extrinsic motivation in exercise adherence. * Know a range of techniques/approaches that can motivate adherence to exercise. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S4.1 | Motivation | Create a positive and motivating environment that encourages the participant to fully engage and adhere to the training programme.  Support the participant to recognise and develop their intrinsic and extrinsic motivation to exercise. |  |  |  |
| S4.2 | Goal setting | Set SMART goals linked to a participant’s individual needs, wants and motivators.  Monitor targets, review and evaluate progress and adapt accordingly. |  |  |  |
| S4.3 | Health promotion | Offer credible advice and guidance appropriate to own level of expertise to promote positive healthy lifestyle choices.  Be an ambassador for the sector leading by example and displaying positive health behaviours. |  |  |  |

### 5. Prepare and plan for strength and conditioning sessions

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K5.1 | The role of the professional strength and conditioning trainer and how to promote the benefits of strength and conditioning | Identify and understand the roles of UK and international professional bodies in strength and conditioning and UK sport national governing bodies (NGBs).   * Understand the environments in which a strength and conditioning trainer can work. * Understand national recommended guidelines for physical activity and health for different ages: e.g. guidelines from the UK chief medical officer (CMO). * Understand guidelines and ‘position statements’ from relevant governing and/or professional bodies. * Outline principles, values and ethical codes of practice laid out by professional bodies and/or governing bodies. * Identify credible information sources and research methods and the importance of evidence-based practice. * Understand current ‘best practice’ in training young people, specifically for youth sport. |  |  |  |
| K5.2 | Develop a strength and conditioning programme | Understand the components of fitness (health and skill related).   * Understand the principles and variables of fitness/training e.g. FITT principles (Frequency, Intensity, Time, Type) including:   + Adaptation, modification and progression for each component.   + Implications of specificity.   + Progressive overload.   + Reversibility.   + Adaptability.   + Individuality.   + Recovery time. * Understand the differences between programming exercise for physical and general health benefits, and sports performance. * Know how to incorporate safe and effective warm ups and cool downs. * Understand the range of available equipment and how to select the most appropriate exercise and exercise modes to meet the participant’s needs and goals. * Understand the effect of speed of movement on posture, alignment and intensity. * Understand different learning styles, goals, needs, likes and dislikes and how these should to be reflected in planning. * Develop alternative activities, exercises or participation options for the overall programme. * Plan for the provision of adaptations, progressions and regressions for each exercise included in the programme. * Set and adapt meaningful goals linked to a participant’s individual needs, wants and motivators. * Understand the best use of different forms of external resistance for strength and explosive training. * Understand the importance of developing muscular equilibrium when planning and designing training programmes, especially in the weight room. * Know how to programme exercise to develop metabolic fitness, resistance training, and explosive training outcomes. * Know how to minimise any risks relevant to the programme. * Be able to set realistic timings and sequences for sessions. |  |  |  |
| K5.3 | Monitor and review strength and conditioning exercise programmes | Understand how to monitor and review safe and effective S&C programmes including:   * + Reasons for temporary deferral of exercise.   + Importance of verbal screening and how to conduct it.   + Benefits and limitations of different methods of monitoring.   + Methods of evaluating how well strength and conditioning programmes are meeting participant needs. * When to proactively engage with participants and when not to. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S5.1 | Plan strength and conditioning programmes | * Apply knowledge to the planning of safe and effective S&C programmes for a range of participants including individuals and groups within scope of practice, using appropriate equipment and methods. |  |  |  |
| S5.2 | Monitor and review strength and conditioning programmes | Monitor and review the effectiveness of the S&C programme.   * Carry out regular programme review meetings with participants to ascertain how well the exercise programme met participant needs and progression towards goals and any improvements that can be made to the programme plan, etc. * Evaluate and reflect on planned programmes to ensure the physical and psychological needs of the individual are being met. * Manage the training environment demonstrating ability to effectively interact and support different participants: e.g. use of effective communication skills, rapport building, technique advice and correction. * Appraise own performance in relation to the session. * Appraise participants’ performance in relation to the session. * Assess the appropriateness of the session content in relation to the user group and environment. * Propose changes and adaptations to the session based on the appraisal of own performance, participant performance and appropriateness of session content. |  |  |  |

### 6. Delivering a strength and conditioning session

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K6.1 | Coaching a range of strength and conditioning methods | Know a range of S&C training methods including:   * + Effective RAMP warm up protocol.   + Foundation movements to promote mobility, stability, postural integrity and coordination.   + Strength based training and explosive activities.   + Energy system training protocols.   + High intensity running-based activities. |  |  |  |
| K6.2 | RAMP warm up | * Know how to deliver an effective warm up that contributes to enhancing the specific training session objectives. |  |  |  |
| K6.3 | Foundation movements training | * Know safe and effective technique for a range of foundation movements to cover:   + Squat.   + Lunge, including multi-planar.   + Hinge.   + Jump, including bilateral and unilateral variations.   + Quadrupedal.   + Push.   + Pull.   + Rotation.   + Running. |  |  |  |
| K6.4 | Resisted movements for strength based and explosive training | Know safe and effective technique for a range of exercises to cover:   * + Bodyweight exercise including suspension training.   + Medicine balls.   + Barbells: lifting and spotting technique.   + Dumbbells: lifting and spotting technique.   + Other resistance training equipment such as kettlebells and sandbags.   + Supplementary equipment: e.g. the use of mats for trunk strength exercises. |  |  |  |
| K6.5 | Energy system training protocols | Know safe and effective technique for a range of exercises to address individual participant’s needs in an individual or group setting, to cover:   * + Sub-maximal and maximal running-based assessment protocols to include appropriate indoor options.   + Sub-maximal and maximal equipment-based assessment protocols.   + Sub-maximal and maximal running-based training sessions to include appropriate indoor options.   + Sub-maximal and maximal equipment-based training sessions. |  |  |  |
| K6.6 | High intensity running based activities | Know safe and effective technique for a range of exercises to cover:   * + Acceleration.   + Deceleration.   + Change of direction. |  |  |  |
| K6.7 | Coaching strength and conditioning sessions | Know how to observe, monitor and correct participants to maintain safety and effectiveness of exercise at all times, covering:   * + How to deliver an effective warm up for a range of activities.   + How to approach participants in a friendly, non-threatening manner.   + How to work with participants to effectively improve exercise technique.   + How to adapt, regress, progress and apply corrective strategies as required.   + How to modify and adapt exercises for a range of individual needs e.g., offering alternatives that regress or progress an exercise.   + Alternative activities/exercise options.   + Awareness of health and safety considerations   + How to position and reposition yourself during training sessions to be able to effectively observe participants and respond to their needs.   + How to monitor the safety and intensity of exercise.   + How to provide feedback and coaching cues which are timely, clear and motivational. |  |  |  |
| K6.8 | Use of equipment in strength and conditioning training sessions | Know how to safely use selected equipment available in the training environment, covering:   * + Awareness of general health and safety considerations.   + Referral to manufacturer guidelines and/or other instructions if unfamiliar with the normal use, maintenance and servicing of equipment.   + Consideration of individual participant abilities in equipment selection and setup.   + How wearable technology can be used to support safe and effective strength and conditioning exercises and training sessions. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S6.1 | Coaching strength and conditioning sessions | Observe, monitor and engage with participants to ensure safety and effectiveness by:   * + Utilising explanations and demonstrations that are technically correct, safe and appropriate to the individual participant.   + Observing participants’ movement, correcting exercise technique to ensure safe and effective alignment, execution and use of equipment.   + Providing participant-specific coaching cues, feedback, encouragement and reinforcement in a friendly, professional manner.   + Offering adaptations and alternatives that meet a participant’s individual needs whilst improving performance: e.g. progression, regression, corrective strategies and alternative exercises as required.   + Adopting appropriate positions to observe participants and respond to their needs.   + Monitoring the safety and intensity of exercise.   + Manipulating FITT (Frequency, Intensity, Time and Type) principles to ensure progression according to individual needs.   + Demonstrate effective coaching methods to cater for different learning styles, tailoring coaching styles and communication methods to individual’s needs.   + Ensure participants understand how to continue their programme of exercise without direct supervision. |  |  |  |
| S6.2 | Exercise demonstrations | Demonstrate safe and effective technique to cover all selected exercises covering:   * + RAMP warm up.   + Foundation movements.   + Strength based training and explosive activities.   + Energy system protocols.   + High intensity running based activities.   + Cool down. |  |  |  |

7. Routine maintenance and cleaning

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K7.1 | Cleaning substances | * Understand the principle uses and suitability of a range of cleaning substances relevant to the training environment: e.g. anti-bacterial spray. |  |  |  |
| K7.2 | Cleaning equipment | * Understand the principle uses and suitability of a range of cleaning equipment: e.g. mop, paper towels etc. |  |  |  |
| K7.3 | Safe systems of work | Understand standard operating procedures with regards to routine maintenance and cleaning, adhering to:   * + Manufacturer’s guidelines.   + Control of substances hazardous to health (COSHH).   + Manual handling techniques.   + Electrical safety and security.   + Safe storage of equipment. |  |  |  |
| K7.4 | Personal safety | * Know personal protective equipment, risk assessments and emergency action plans. |  |  |  |
| K7.5 | Hazards | * Know how to identify hazards relating to: activity areas and gym, people and physical risks. * Understand risk assessments and reporting procedures. |  |  |  |
| K7.6 | Cleaning schedules | Know the cleaning routines and organisational standards relevant to the training environment.  Know how to maintain the safety of themselves and others. |  |  |  |
| K7.7 | Waste management | Know the different types of waste: e.g. hazardous and non-hazardous and how to dispose of it, in line with the organisation’s environmental policy. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S7.1 | Preparing to clean | Plan and prepare own cleaning activities through the interpretation of the organisation’s daily cleaning schedule. |  |  |  |
| S7.2 | Cleaning activities | Demonstrate suitable use of appropriate cleaning substances and equipment in line with the organisations safe systems of work, cleaning schedules and organisational standards, whilst maintaining the safety of themselves and others. |  |  |  |
| S7.3 | Hazards | Demonstrate appropriate action to deal with identified hazards to include appropriate use of signage and reporting procedures. |  |  |  |
| S7.4 | Communication | Demonstrate effective communication to participants and colleagues whilst cleaning to ensure a positive participant experience. |  |  |  |

### 8. Professional practice

| Ref | Knowledge and understanding: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| K8.1 | Conduct and ethics | Know how to conduct themselves and portray a professional image.   * Know roles and responsibilities of self and others involved in the programme including the participant and other staff/professionals. * Know relevant industry codes of professional conduct/ethics related to own role including safeguarding of young and vulnerable adults, anti-doping and boundaries of professional relationships. |  |  |  |
| K8.2 | National guidelines, legislation and organisational procedures | Know current national guidelines, legislation and organisational procedures relevant to own role including:   * + Data protection, participant confidentiality, conflict of interest.   + Health and safety at work, disclosure and barring service (DBS), safeguarding children and vulnerable adults, equality and diversity, personal liability insurance.   + Control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences regulations, electricity at work regulations and first aid regulations.   + 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. * Understand storage plans and how to create one. * Understand the health and safety implications of assembly, dismantling, hygiene and storage of equipment. * Know about manufacturer’s guidelines and where to locate them. * Understand manual handling requirements in relation to own role. * Know how to carry out risk assessments. |  |  |  |
| K8.3 | Professional development | Understand how to keep knowledge and skills up to date:   * + How to access relevant industry-recognised CPD.   + The importance of accessing regular relevant CPD activities.   + Keeping up to date with industry trends. * 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). * Understand how to complete self-reflection/evaluation to aid personal development. * Know relevant legislation/policy and guidelines relating to CPD. |  |  |  |
| K8.4 | Business acumen | Know how to financially plan: e.g. profit and loss, tax, national insurance, liability insurance and music license fees.   * Understand organisation’s/own product offer and how to support secondary spends where appropriate. * Know the importance of digital media and how to develop a digital plan. * Understand social media/digital profiles and their impact. * Know how to set up a professional social media/digital profile. |  |  |  |

| Ref | Skills: | Professional Standard content | Evidence (document reference if applicable) | Assessment method | Comments |
| --- | --- | --- | --- | --- | --- |
| S8.1 | Work alone and as part of a team with minimal supervision | Demonstrate the ability to work alone and as part of a team with minimal supervision showing that you can:   * + Communicate effectively with participants and the wider support team.   + 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. |  |  |  |
| S8.2 | Responsibility and professional duty of care to participants | Ensure participant safety and wellbeing at all times including:   * + 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. |  |  |  |