

Evaluate exercise and physical activity programmes

Overview

This standard is about how important it is for instructors to evaluate physical activity programmes, assess how effective they have been for participants and to learn lessons for future practice.

The main outcomes of this standard are:

1. liaise with participants to evaluate exercise and physical activity programmes
2. identify lessons for improvement of professional practice and career opportunities

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for personal trainers and other exercise and fitness professionals, who plan, conduct and review programmes to address short, medium and long term goals.

Performance criteria

You must be able to:

Liaise with participants to evaluate exercise and physical activity programmes

1. evaluate information regarding progress towards desired **objectives**
2. evaluate information regarding adaptations to the programme
3. evaluate information regarding **participants'** adherence to the programme
4. collect structured feedback from **participants**
5. analyse available information and feedback
6. draw preliminary conclusions about the effectiveness of the programme
7. discuss preliminary conclusions with **participants**, taking account of their views

Identify lessons for improvement of professional practice and career opportunities

8. identify the relative success of each **programme component**
9. identify how **programme components** could be improved
10. share your conclusions with **others**, taking account of their feedback
11. undertake further research and development to improve **programme components**
12. make recommendations for improved future practice
13. review your own professional practice according to **legal and organisational procedures**
14. maintain **Continuing Professional Development** in exercise and physical activity programmes

Knowledge and understanding

You need to know and understand:

Liaise with participants to evaluate exercise and physical activity programmes

1. **methods** of evaluating progressive physical activity programmes
2. the information that is needed to evaluate physical activity programmes
3. how to evaluate the participants' progress and adherence towards goals
4. how to measure the effectiveness of adaptations to the programme
5. **methods** of obtaining structured feedback from participants
6. how to analyse information and draw conclusions about the effectiveness of the programme
7. why preliminary conclusions would be discussed with the participants

Identify lessons for improvement of professional practice and career opportunities

8. why continuous improvement is important for exercise and fitness professionals
9. ways of determining the relative success of each programme component
10. when and how to prioritise which programme components to work on
11. why you should share your conclusions with others
12. where to source information to improve programme components
13. how to make recommendations for enhanced future practice
14. how to develop a **personal action plan**
15. how to locate and identify endorsed **Continuing Professional Development** activities and incorporate these in your **personal action plan**

Scope/range related Objectives
to performance
criteria

1. short term
2. medium term
3. long term

Participants

1. individuals
2. groups
3. with specific fitness needs
4. with general health needs
5. beginners
6. experienced

Programme component

1. information gathering
2. planning
3. selection and structure of activities
4. programme management
5. programme monitoring
6. programme adaptation and progression
7. participant relationship
8. participant motivation and adherence
9. participant satisfaction

Others

1. colleagues
2. line manager
3. participants

Continuing Professional Development

1. workshops
2. reading
3. conferences
4. lectures
5. online

Legal and organisational procedures (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

Scope/range related to knowledge and understanding

- Methods**
1. interview
 2. questionnaire
 3. verbal screening
 4. observation

Personal Action Plan

1. written
2. verbal

Continuing Professional Development

1. workshops
2. reading
3. conference
4. lecture
5. online

Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

14. show sensitivity and empathy to the participants and the information they provide

Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

Glossary

Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

Colleagues

The people you work with – people working at the same level as yourself or your line manager.

Feedback

The process of giving and receiving views on performance. This might include you giving participants feedback on their performance or contribution to a physical activity session; or a more experienced instructor giving an opinion on your performance in the delivery of a particular physical activity session.

Goals

Can be long, medium or short term. Physical activity session (individual or group) will focus on what participants will be working towards during the session.

Others

This could include other, more experienced instructors.

Participants

People, as individuals, or in groups, who will be taking part in a physical activity session.

Plan

A physical activity session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

Review

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The process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved.

Welfare

Supporting the participants' well-being including basic lifestyle, nutrition and drug awareness.

Links to other NOS

This standard links with SKAEF4, SKAEF6, SKAEF8, SKAEF10, SKAEF12, SKAEF16, SKAEF20, SKAEF22 and SKAEF24.

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