

Saudi Fitness Standards Technical Expert Group (TEG)

Skills and Underpinning Knowledge for

Fitness Instructors and
Group Fitness Instructors
(Saudi Arabia L3 referenced to
EuropeActive L3 EQF3)

as part of the Saudi Instructor
Learning Outcomes Framework



General Sports Authority
الهيئة العامة للرياضة



Document v6
April 2, 2018

Saudi Fitness Instructor

This document supports the Saudi Competence Framework and contains the essential Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as a Fitness or Group Fitness instructor in the Health and Fitness Industry in Saudi Arabia mapped to EuropeActive Standards Level 3 (EQF-3), where Saudi Fitness Assistant Level 2 (EQF-2) is a pre-requisite.

These Standards and the Education associated are purpose and outcome driven, aligned with Arabian Standards Occupational Classification (ASOC) and with Vision 2030.

All instructors will require both Basic Core Knowledge and specific knowledge related to the context in which they work: Fitness or Group Fitness.

Contents

SECTION 1: INTRODUCTORY INFORMATION.....	3
SECTION 2: SAUDI OCCUPATIONAL STANDARDS FRAMEWORK.....	4
Saudi Occupational Standards and the EQF, what are its benefits?	4
Why does the EQF use learning outcomes?	4
What does level 3 mean at EQF?	5
What does level 3 mean at Fitness Sector QF?	5
SECTION 3: SAUDI FITNESS INSTRUCTOR – Mapped to EuropeActive (EQF Level 3)	6
Skills and Underpinning Knowledge for Fitness and Group Fitness Instructors, part of the Saudi Instructor Learning Outcomes Framework	6
Saudi Fitness Instructor.....	7
SECTION 2: FITNESS INSTRUCTOR.....	8
SECTION 3: GROUP FITNESS INSTRUCTOR.....	12

Notes:

- Health and safety issues are integrated in other units.
- It is assumed that the Saudi Fitness Instructor (Level 3 EQF,) will have acquired all knowledge required to work as a Fitness Assistant as identified in the Saudi Fitness Assistant Standards (Level 2 EQF). Fitness Instructors must be CPR certified.

SECTION 1: INTRODUCTORY INFORMATION

Health and sport are of increasing relevance in Saudi society. As in other countries, sport is an important element of economic, social and health related factors. The aim of fitness occupational standards is to support Saudi Vision 2030 themes: “Vibrant Society with Fulfilling Lives” and “Thriving Economy with rewarding Opportunities”.

Living healthy, being healthy

A healthy and balanced lifestyle is an essential mainstay of a high quality of life. Yet opportunities for the regular practice of sports have often been limited. This will change. We intend to encourage widespread and regular participation in sports and athletic activities, working in partnership with the private sector to establish additional dedicated facilities and programs. This will enable citizens and residents to engage in a wide variety of sports and leisure pursuits. We aspire to excel in sport and be among the leaders in selected sports regionally and globally.

Furthermore, Vision 2030 sets a clear target to increase sports participation:

- To increase the ratio of individuals exercising at least once a week from 13% of population to 40%

This objective represents a clear opportunity for the Health and Fitness Industry, however it also creates the responsibility to develop sufficient qualified exercise professionals that can service this new flow of participants in physical activity.

Thriving Economy Rewarding Opportunities

The skills and competencies of our children are one of the most important and cherished assets. To make the most of their potential, we will build a culture that rewards determination, provides opportunities for all and helps everyone acquire the necessary skills to achieve their personal goals. To this end, we will reinforce the ability of our economy to generate diverse job opportunities and institute a new paradigm in attracting global talents and qualifications.

On the economic aspects, three goals under the “Thriving Economy” theme are related to the potential contribution of a growing sports economy:

- To lower the rate of unemployment from 11.6% to 7%,
- To increase SME contribution to GDP from 20% to 35%
- To increase women’s participation in the workforce from 22% to 30%

It is also relevant, the following areas of work under the same theme, were health and fitness can be a catalyst for change:

Learning for Working

We will continue investing in education and training so that our young men and women are equipped for the jobs of the future. We want Saudi children, wherever they live, to enjoy higher quality, multi-faceted education.

Boosting our Small Businesses and Productive Families

Small and medium-sized enterprises (SMEs) are among the most important agents of economic growth; they create jobs, support innovation and boost exports. SMEs in the Kingdom are not yet major contributors to our GDP, especially when compared

to advanced economies. Therefore, we will strive to create suitable job opportunities for our citizens by supporting SME entrepreneurship, privatization and investments in new industries.

Providing Equal Opportunities

Our economy will provide opportunities for everyone – men and women, young and old – so they may contribute to the best of their abilities. We will place a renewed emphasis on lifelong training and we will seek to make the most of the potential of our workforce by encouraging a culture of high performance. One of our most significant assets is our lively and vibrant youth. We will guarantee their skills are developed and properly deployed.

SECTION 2: SAUDI OCCUPATIONAL STANDARDS FRAMEWORK

Saudi Occupational Standards and the EQF, what are its benefits?

The Saudi Fitness Occupational Standards are referenced to EuropeActive's Standards which follow the level system defined by the **European Qualifications Framework (EQF)**.

EQF is a common European reference system which will link different countries' national qualifications systems and frameworks together. In practice, it will function as a translation device making qualifications more readable. This will help learners and workers wishing to move between countries or change jobs or move between educational institutions at home.

Why does the EQF use learning outcomes?

The EQF uses 8 reference levels based on learning outcomes (defined in terms of knowledge, skills and competences). The EQF shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. Shifting the focus to learning outcomes:

- supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitates the validation of non-formal and informal learning
- facilitates the transfer and use of qualifications across different countries and education and training systems.

It also recognizes that Europe's education systems are so diverse that comparisons based on inputs, say length of study, are impracticable.

What does level 3 mean at EQF?

EQF Level	Knowledge In the context of EQF, knowledge is described as theoretical and/or factual.	Skills In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	Competences In the context of EQF, competence is described in terms of responsibility and autonomy.
The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study adapt own behavior to circumstances in solving problems

What does level 3 mean at Fitness Sector QF?

EQF Level	Occupation	EUROPEACTIVE Standards	Target Audience
Level 3	Instructor Fitness Instructor <ul style="list-style-type: none"> Individual instructing Group Fitness Instructor <ul style="list-style-type: none"> Group Instructing: <ul style="list-style-type: none"> Exercise to Music Aquatic Exercise Pilates Pre-Designed programs Other modes of exercise 	EUROPEACTIVE Level 3 <ul style="list-style-type: none"> Core Fitness Knowledge EUROPEACTIVE Level 3 plus: <ul style="list-style-type: none"> Individual fitness additional requirements EUROPEACTIVE Level 3 plus: <ul style="list-style-type: none"> Music additional requirements Aquatic additional requirements Pilates additional requirements Pre-designed additional requirements Other modes of exercise 	General Population

SECTION 3: SAUDI FITNESS INSTRUCTOR – Mapped to EuropeActive (EQF Level 3)

Skills and Underpinning Knowledge for Fitness and Group Fitness Instructors, part of the Saudi Instructor Learning Outcomes Framework

Occupational Titles

- Fitness Instructor
- Group Fitness Instructor

Occupational Purpose

The purpose of a fitness or group fitness instructor is to build fitness participation and transform (body, mentality, and health perception) new and existing members through fitness experiences that meet their needs.

Occupational Description

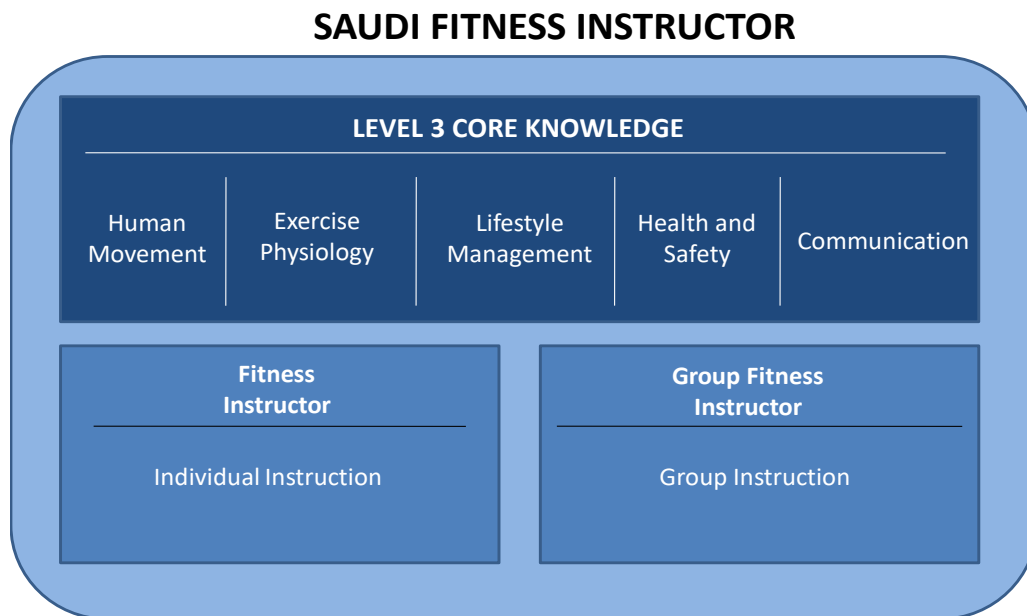
An instructor delivers fitness instruction to individuals with the use of equipment (Fitness Instructor) or to a group through fitness classes (Group Fitness Instructor). Both types of occupations have the same purpose and require the same level of knowledge, skills and competences. Therefore most of the requirements are the same for both occupation types. However, to be able to fulfill this purpose, each of the occupation types may require additional knowledge, skills and competences specific for that type.

Occupational Roles

A fitness or group fitness instructor should be able to:

1. Provide effective and safe fitness instruction
2. Promote healthy lifestyle management
3. Identify individual motives and resulting short, medium and long term fitness goals
4. Suggest relevant exercise adaptations or options to allow for individual client differences or needs
5. Provide participants with advice on intensity and how to progress their individual performance and results
6. Observe clients/members at all times and correct unsafe technique
7. Display perfect technique at all times (posture, range of motion, control, timing and form)
8. Positively interact and motivate clients/members using appropriate strategies in order to promote adherence to exercise.
9. Deliver good customer service and be a positive role model at all times
10. Promote healthy activities and related strategies for daily living to clients/members (lifestyle management)
11. Promote customer referral: invite customers to bring friend and family along and promote their fitness activities in their social environment
12. Promote a healthy and clean environment
13. Work within the parameters given at Level 3, recognizing the standards and professional limitations that this provides, referring to appropriate members of staff for guidance and support
14. Being able to do physical assessment
15. Reorganizing the list of the fitness instructor in a chronological order.

**Saudi Fitness Instructor
 Knowledge Areas**



Section 1: CORE FITNESS KNOWLEDGE

Section Overview

- Knowledge and understanding of the basic principles of human movement and exercise physiology and their application to the components of fitness.
- Knowledge of how to apply the principles of training to each health related component of fitness.

1.1 Human Movement

- 1.1.1 Bones and Joints
- 1.1.2 Muscles and Muscle Actions
- 1.1.3 Heart, Lungs and Circulation including effects of external environment on respiratory system. [Note: adaptations for dry (Riyadh), humid (Jeddah, Khobar), hot and polluted (Jubail)].
- 1.1.4 Energy Systems
- 1.1.5 The nervous system

1.2 Exercise Physiology

- 1.2.1 Components of Fitness
- 1.2.2 Principles of Training
- 1.2.3 Muscular Strength and Endurance
- 1.2.4 Aerobic Theory
- 1.2.5 Stretch Theory
- 1.2.6 Body composition

- 1.2.7 The different types of bodies
- 1.2.8 Monitoring Exercise Intensity
- 1.2.9 Warm Up
- 1.2.10 Cool Down
- 1.2.11 Progression

1.3 Lifestyle Management & Modifications

- 1.3.1 Promoting Physical Activity for Health
- 1.3.2 Basic Nutrition & Hydration Guidelines
- 1.3.3 Basic Stress management Techniques
- 1.3.4 Introduction to Adaptations and Progressions

1.4 Health & Safety

- 1.4.4 CPR Certification
- 1.4.5 Safe and Effective Exercise
- 1.4.6 Modifications to Exercise – Alternatives/Adjustments
- 1.4.7 Body Awareness and Exercise Technique
- 1.4.8 Health and Safety, Dealing with Accidents and Emergencies
- 1.4.9 Legal Requirements & Emergency procedures
- 1.4.10 Professionalism, Code of Practice, Ethics, National Standards and Guidelines

1.5 Communication

- 1.5.1 Building rapport
- 1.5.2 Motivational Strategies
- 1.5.3 Ethics (Role Modeling)

1.6 Fitness & Saudi Society

- 1.6.4 Islamic culture & values - influence in exercise and sports practice
- 1.6.5 Fasting and implication in exercise programming

SECTION 2: FITNESS INSTRUCTOR

Occupation Description

A fitness instructor welcomes, introduces and adheres members to fitness by providing inductions to new members and ongoing programmes to existing members. These inductions and following programmes need to be planned, instructed and evaluated. A fitness instructor coaches members through these programmes and is responsible for the resulting member fitness experience, which should be positive and meet the member's wants and needs. The role also includes actively promoting and encouraging to join and adhere to regular exercise.

Additional Specific Roles

- To collect and check information relating to individual clients
- To analyze information relating to individual clients
- To plan, instruct and evaluate safe and appropriate gym based exercise sessions
- To provide one-to-one or group inductions and general exercise programmes, including the introduction to new equipment where appropriate
- To select relevant exercises and designing appropriate programmes which address safety at all times
- To use logical and progressive teaching methodologies to introduce a range of exercises in relation to clients goals
- To select and/or correctly demonstrate a variety of cardiovascular and resistance training methods that can be used by clients/members
- To provide clients/members with general advice on how to progress their individual programmes

Additional Specific Requirements:

In addition to the Core Fitness Knowledge a Fitness Instructor must master the following additional knowledge, skills and competences.

Section Overview

- Knowledge and understanding to be able to design, instruct and evaluate individual based fitness programs and sessions.
- Basic understanding of Health and Safety issues, including responding to emergencies.
- Basic understanding of the skills involved in the supporting of participants in developing and maintaining fitness.

Individual Instruction

CORE KNOWLEDGE

- 2.1.1 Designing an Individual Fitness Program
- 2.1.2 Delivering a Fitness Session
- 2.1.3 Information Gathering, Screening and Informed Consent
- 2.1.4 Ending a Session, Evaluation, Giving/ Gaining Feedback
- 2.1.5 Safe Progressive Exercise Planning

RESISTANCE EXERCISE

- 2.1.6 Resistance Machine Lifts (Including Warm Up)
- 2.1.7 Free Weights (Standing)
- 2.1.8 Free Weights (Seated), Including Spotting
- 2.1.9 Practical Guidelines for Teaching Resistance Training
- 2.1.10 Methods of Resistance Training

CARDIOVASCULAR EXERCISE

- 2.1.11 Cardiovascular Machines
- 2.1.12 Methods of Cardiovascular Training

Content Summary and Learning Outcomes

2.1 Individual Instruction

CORE KNOWLEDGE

2.1.1 Designing Individual Fitness Programs

Learners should demonstrate knowledge and understanding of:

- The structure of a individual fitness program, to include:
Warm up, Main activity, Cool down.
- Designing an individual fitness program
- The necessary skills of an effective and qualified fitness instructor

2.1.2 Delivering a Fitness Session

Learners should demonstrate knowledge and understanding of:

- The national legal responsibilities of the fitness instructor
- How to identify status of participants relative to screening information
- How to identify any changes required (alternatives/adaptations), to planned activities
- Health & Safety checks to be made, relevant to the exercise environment
- The information needed to respond appropriately to a medical emergency
- How to provide an appropriate plan for the sessions.

2.1.3 Information Gathering, Screening and Informed Consent

Learners should demonstrate knowledge and understanding of:

- The importance of gathering information prior to the start of the session in relation to the participants and their needs. To include:
Reasons for screening, The advantages and disadvantages of verbal and written screening, Purpose of the PAR Q and Informed Consent as a Health and Safety requirement, Participant expectations and motivation, Level of previous exercise participation and current level of ability.
- The “Saudi Health Fitness Code of Ethics” or national Saudi standards and guidelines with reference to: *Competence, Confidentiality, Safety.*

2.1.4 Ending a Session, Evaluation, Giving/Gaining Feedback

Learners should demonstrate knowledge and understanding of:

- Giving feedback to participants regarding their performance
- Gathering information from participants to improve personal performance
- Identifying other sources of feedback to include: *managers, coordinators, colleagues*
- Using appropriate questions to gain relevant information
- Evaluating own performance against observation checklist criteria
- Ensuring participants leave the fitness environment safely
- Putting equipment away and assess for future use
- Leaving environment in safe condition for future use
- Informing or agreeing with participants on time, location and content of further sessions

2.1.5 Safe Progressive Exercise Planning

Learners should demonstrate knowledge and understanding of:

- The relevance of physiological changes occurring in the body and how to progress exercises over a period of time.
- The progressive changes that can be made in terms of overload to include:
Frequency, Intensity, Time, Type, Adherence
Principles of training such as specificity, progressive overload, reversibility etc.

RESISTANCE EXERCISE

2.1.6 Resistance Machine Lifts (Including warm up)

Learners should demonstrate knowledge and understanding of:

- Resistance Training terms and definitions
- Correct lifting technique for all exercises on resistance machines to include: *Leg Press, Leg Extension, Leg Curl, Seated and Standing Calf Raise, Bench Press, Pec Dec, Pullover, Shoulder Press, Lateral Raise, Upright Row, Seated Row, Lat Pully, Biceps Curl, Triceps Pushdown, Hip Extension, Seated Abduction, Seated Adduction.*
- Correct machine setup and adjustment and variables appropriate to each machine [e.g. seat height, point of pivot, lever length, etc.].
- The primary and secondary (where relevant) muscle groups involved in each exercise.
- Which exercises are multiple and which single joint exercises and their suitability beginners.
- How to warm up specifically for resistance training
- The pros and cons of the use of CV machines or body weight to effectively warm up.

2.1.7 Free Weights (Standing)

Learners should demonstrate knowledge and understanding of:

- Correct lifting technique for standing free weight (bar or dumbbells) lifts, to include:
Dead Lift, Upright Row, Front Raise, Bicep Curl, Lateral Raise, Squat, Lunge, Shoulder Press, Triceps Extension.
- Correct body alignment and weight distribution through every phase of each exercise.
- The primary and secondary (where relevant) muscle groups involved in each exercise.
- Which exercises are multiple and which single joint exercises and their suitability for beginners.
- The various adaptations that may be required to allow for individual differences.

2.1.8 Free Weights (Bench) Including Spotting

Learners should demonstrate knowledge and understanding of:

- Correct lifting technique for free weight lifts using a bench, to include:
Bench Press (Flat/Incline), Lying Triceps Extension, Single Arm Row, Bent Arm Pullover, Supine Dumbbell Flies (Flat/Incline), Dumbbell Chest Press: Dumbbell Prone Flies or Prone Row
- Safe and effective spotting techniques.
- The various adaptations that may be required to allow for individual differences.

2.1.9 Practical Guidelines for Instructing Resistance Training

Learners should demonstrate knowledge and understanding of:

- How to demonstrate and practice resistance exercises by:
 - Naming the exercise
 - Naming the general area of the body
 - Name the target muscle (primary mover)
 - Performing a silent demonstration of the exercise
 - Explaining the demonstration
 - Instructing customer into the correct position giving the key points, which should include individual questioning/feedback, and individual correction/adjustment.

2.1.10 Methods of Resistance Training

Learners should demonstrate knowledge and understanding of:

- A variety of resistance training methods/systems, e.g pyramid, circuit, super setting, etc.
- The value of using these according in relation to the individual's goals.
- The dose/response relationship of these methods based on actual evidence.

CARDIOVASCULAR EXERCISE

2.1.11 Cardiovascular (CV) Machines

Learners should demonstrate knowledge and understanding of:

- Correct technique for using CV machines, to include amongst others:
Treadmill, Rower, Stepper, Upright Bike, Recumbent Bike, Elliptical Trainer, Cross Trainer.
- Correct machine setup, variables appropriate to each machine and individual adjustment (e.g. seat height, duration, speed, etc.).

2.1.12 Methods of Cardiovascular Training

Learners should demonstrate knowledge and understanding of:

- A variety of cardio respiratory training methods and discuss their value according to participant needs. e.g. continuous, interval, etc.
- The dose/response relationship based on actual evidence.

SECTION 3: GROUP FITNESS INSTRUCTOR

Occupation Description

A group fitness instructor welcomes, introduces and adheres members to fitness by providing group classes to new customers and existing customers. These classes need to be delivered effectively and safely. A group fitness instructor coaches customers through these classes and is responsible for the resulting customer fitness experience, which should be positive and meet the customers' wants and needs. The role also includes actively promoting and encouraging to join and adhere to regular exercise.

Additional Specific Roles

- To Explain the benefits of the particular group fitness program
- To demonstrate and explain exercises to a group and correct incorrect technique of individual participants
- To Create a positive, encouraging social atmosphere and group interaction
- Pre- and post-class interaction with participants

Additional Specific Requirements:

In addition to the Core Fitness Knowledge a Group Fitness Instructor must master the following additional knowledge, skills and competences.

Section Overview:

- Knowledge and understanding to be able to plan, teach and evaluate group fitness classes.
- Basic understanding of Health and Safety issues, including responding to emergencies.
- Basic understanding and application of the skills involved in the supporting of participants in developing and maintaining fitness

Section Headings:

3.1 Group Fitness Instruction

CORE KNOWLEDGE

- 3.1.1 Gather Participant Information
- 3.1.2 Inform Participants of Program Benefits and Target Audience
- 3.1.3 Delivering a Group Fitness class
- 3.1.4 Ending a Class, Giving/Gaining Feedback

Specific Knowledge for Group Fitness to MUSIC (the most common mode of exercise in Group Fitness within the Industry)

- 3.1.5. Teaching Group Fitness to Music
- 3.1.6. Music and Choreography
- 3.1.7. Methods of Choreography
- 3.1.8. Group Fitness to Music Guidelines

Content Summary and Learning Outcomes:

3.1 Group Fitness Instruction

CORE KNOWLEDGE

3.1.1 Gather Participant Information

Learners should demonstrate knowledge and understanding of:

- The importance of gathering information prior to the start of the class in relation to the participants and their needs to include: *new participants, program experience, names, inquire about any injuries, check correct gear.*
- *It is important to note that instructor will need to meet “Saudi Health Fitness Code of Ethics” or national Saudi standards and guidelines with reference to Competence, Confidentiality, Safety.*

3.1.2 Inform participants of Program Benefits and Target Audience (before start of class)

Learners should demonstrate knowledge and understanding of:

- Program exercise goals and benefits and required level of fitness to participate
- For who the program is suitable and for who not
- Mention intensity and impact options

3.1.3 Delivering a Group Fitness Class

Learners should demonstrate knowledge and understanding of:

- How to design or deliver pre-designed group fitness program content
- For whom the program is suitable and for who not
- Provide intensity and impact options
- The national legal responsibilities of a group fitness instructor
- How to identify any changes required (options/alternatives/adaptations), to planned exercises
- The information needed to respond appropriately to a medical emergency

3.1.4 Ending a Class, Giving/Gaining Feedback

Learners should demonstrate knowledge and understanding of:

- Giving feedback to the group and individual participants regarding their performance
- Using appropriate questions to gain relevant information
- Evaluating own performance against program guidelines and criteria
- Ensuring participants leave the class safely
- Leaving environment in safe condition for future use
- Thanking and inviting participants for the next class

Specific Knowledge for Group Fitness to MUSIC

3.1.5 Teaching Group Fitness to Music

Learners should demonstrate knowledge and understanding of:

- How to move to the beat of the music
- The structure of an group fitness to music class, to include: *Warm up, main activity, cool down.*
- The required skills of an effective group fitness to music instructor
- How to use music to motivate participants
- The basic moves for a self-designed group fitness to music class

- The exact moves in a pre-designed exercise to music class
- How to move in different movement planes and use directional changes
- How to make transitions and link exercises
- How to verbally and visually cue an instruct exercise routines timely and clearly, *including the use of body language, voice projection, different teaching points, demonstration from different angles and visual previews*

3.1.6 Music and Choreography

Learners should demonstrate knowledge and understanding of:

- The advantages and disadvantages of using music
- The slow and fast beat (i.e. Beats Per Minute)
- The up- and downbeat
- Appropriate music and beat for different components of a class
- Using music phrasing for exercise movement
- National legal requirements and responsibilities relating to the use of music
- The different ways music can be used:
Background, choreographed
- How music is built up: *Verse, Pre-chorus, Chorus, Instrumental, Bridges*

3.1.7 Methods of Choreography

Learners should demonstrate knowledge and understanding of:

- How to design choreography using different methods including 'add on' layering and holding patterns, or learn pre-designed choreography according to specific program guidelines.
- How to correctly deliver self- or pre-designed program specific choreography

3.1.8 Group Fitness to Music Guidelines

Learners should demonstrate knowledge and understanding of:

- Their legal and insurance responsibilities in respect of the Saudi national guidelines:
Identify any changes required (alternatives/adaptations), to planned class activity
Identify Health & Safety checks made relevant to the exercise environment
Identify the information needed to respond appropriately to a medical emergency.