

EuropeActive Standards EQF Level 5 Exercise for Health Specialist



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I. Executive Summary

Our modern way of living has largely eliminated physical activity as one of the fundamental stimuli from our lives. The growth of non-communicable lifestyle diseases and the epidemic increase in obesity provide clear evidence of this imbalance between our lifestyles and our physical requirements. Physical inactivity has become a major risk factor for chronic non-communicable diseases in populations. In fact, opportunities to be physically active tend to decrease as we become adults and recent lifestyle changes have reinforced this phenomenon (EU PA Guidelines, 2008). According to available data, between 40 and 60% of the EU population lead a sedentary lifestyle, and only about 31% are able to complete the EU guidelines of 30 minutes of moderate physical activity daily (Eurobarometer, 2010).

Physical activity, exercise, health and quality of life are closely interconnected. The human body was designed to move and therefore needs regular physical activity in order to function optimally and avoid illness. Furthermore, living an active life brings many other social and psychological benefits and there is a direct link between physical activity and life expectancy, so that physically active populations tend to live longer than inactive ones. Sedentary people who become more physically active report feeling better from both a physical and a mental point of view, and enjoy a better quality of life.

Much support has been given within the medical community and systems to the influence of diet on health, and as a result professions such as dietetics are well recognised, with community and hospital based roles available. The same cannot be said regarding physical activity and exercise, there are no comparable professionals within healthcare systems. Physiotherapists use exercise and movement as a therapy to rehabilitate participants with specific injuries or postoperative requirements to return them to 'normal' function but this does not address the more general need for the majority of the population to become more physically active, or facilitate the delivery of personalised exercise programmes appropriate for those with, or at high risk of developing, non-communicable diseases as a result of their physical inactivity and lifestyle.

The fitness sector in Europe has an important role to play and is well positioned to fulfil this requirement, working alongside healthcare professionals and in partnership with health services. In order to prepare to meet this need it is important that a resource of exercise professionals is trained to effectively equip them to deliver exercise to this particular population groups. These standards aim to begin this process and provide an opportunity for Personal Trainers to develop their skillset in order to work with individuals at risk and/or participants with chronic medical conditions that will benefit from structured exercise programmes.



These new Standards and the Education associated are purpose and outcome driven, and are aligned with the industry main goal to get: **'More People, More Active, More Often'**.

This booklet contains the **EuropeActive** Standards at European Qualification Framework level 5 (Exercise for Health Specialist) and is organized in the following chapters, which offer the reader a comprehensive approach to the required knowledge, skills and competences for the health & fitness sector:

- Chapter III: The essential Skills and Knowledge written as Learning Outcomes, based on the job purpose, required to work as an Exercise for Health Specialist in the European Health and Fitness Industry at the Sector Qualification Framework Level 5, and where EQF 3 Fitness Instructor and EQF 4 Personal Trainer knowledge area pre-requisite.
- Chapter IV: The **EuropeActive** Competence Framework and the essential Competences, associated to Skills and Knowledge written as Learning Outcomes, based on the occupational purpose of an Exercise for Health Specialist, within the European Health and Fitness Industry at the EQF-Fitness Level 5.

Finally, it is to be noted that an appointed group of technical experts across Europe representing the different stakeholders of our sector volunteered to assist with the review and expansion of the **EuropeActive** Standards.

These standards were fully adopted within the process of external consultation and afterwards approved by the Professional Standards Committee.

II. Technical Expert Group Members & External Consultation Experts

Chairman of EHFA Standards Council (2012):

- Prof. Alfonso Jimenez, PhD, CSCS, NSCA-CPT

Technical Expert Group (2012):

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Experts who participated in the external consultation process:

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Director
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Brussels, June 2017

III. EuropeActive Skills and Underpinning Knowledge for Exercise for Health Specialists (EQF Level 5) as part of the EuropeActive Learning Outcomes Framework

Specific Prerequisites

This chapter supports the **EuropeActive** Competence Framework and contains the essential Skills and Knowledge written as Learning Outcomes, based on occupational purposes, required to work as an **Exercise for Health Specialist** in the European Health and Fitness Industry at the EQF-Fitness Level 5. These Standards and the Education associated are purpose and outcome driven, aligned with the industry main goal to get 'more people, more active, more often'.

All Trainers will require both basic core knowledge and specific knowledge related to the context in which they work: all trainers must hold an EQF level 4 or equivalent **EuropeActive** accredited certification in Personal Training, plus have at least 12 months full-time equivalency of working as an exercise professional. This is a prerequisite before starting the EQF 5 qualification. If wishing to deliver exercise to groups of participants with chronic medical conditions, trainers must also hold a relevant Group Fitness EQF Level 3 or equivalent **EuropeActive** accredited certification.

All exercise professionals will require both basic core knowledge and specific knowledge related to the context in which they work and there are specific prerequisites before starting the EQF 5 qualification:

1. EQF Level 4 Personal Trainer skills and knowledge or equivalent accredited certification is recommended as a prerequisite if the Exercise for Health Specialist wants to deliver personal training sessions.
2. EQF Level 3 Group Fitness Instructor or equivalent accredited certification is recommended if the Exercise for Health Specialist wants to deliver group exercise.
3. If aquatic activities are planned, the adequate qualifications for conducting exercise in water are required.
4. Working experience as an exercise professional is recommended as a prerequisite for the Exercise for Health Specialist.

Exercise Specialists are **not** endorsed to:

- Prescribe rehabilitation programmes;
- Provide exercise testing and prescription for high risk populations;
- Prescribe any kind of medication or supplements;
- Prescribe nutritional programmes;
- Diagnose any psychological disorders or mental health conditions;
- Provide any kind of psychological counselling;
- Diagnose diseases, disabilities or other clinical conditions;

Introductory Information

What does Level 5 mean at EQF?

Level of the EQF	Knowledge is described as theoretical and/or factual.	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).	Competence is described in terms of responsibility and autonomy.
The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	<ul style="list-style-type: none"> - Exercise management and supervision in contexts of work or study activities where there is unpredictable change; - Review and develop the performance of self and others.

What does Level 5 mean at Fitness QF?

EQF Level	Occupation	EuropeActive Standards	Target Audience
Level 5	Exercise for Health Specialist	EuropeActive Level 5	Individuals at risk and/or with chronic health conditions

Occupational Title

Exercise for Health Specialist

Job Purpose

The purpose of the Exercise for Health Specialists is to build fitness participation of new and existing exercisers at risk or with chronic health conditions through group or individual fitness experiences that meet their needs. In addition, the Exercise for Health Specialist will be expected to regularly review participant progress and be able to report on adherence and outcomes to relevant stakeholders.

Occupational Description

An Exercise for Health Specialist has the ability to communicate sensitively with a wide range of individuals that have existing chronic health conditions or are at high risk of developing them due to their lifestyle. The Exercise for Health Specialist can programme and supervise exercise for individuals (and groups if they hold this prior competency) with a range of chronic health conditions determined to be of low or moderate risk of an adverse event according to recognised stratification tools. An Exercise for Health Specialist is able to communicate effectively with medical and healthcare professionals about participant's conditions using correct medical terminology and with an understanding of the standard treatment options for an individual's condition in what is related to exercise.

An Exercise for Health Specialist will take a holistic approach to the wellness of their clients that includes advising on lifestyle, healthy eating and stress management in addition to exercise relevant to the condition, medication and with respect to professional boundaries.

Occupational Roles

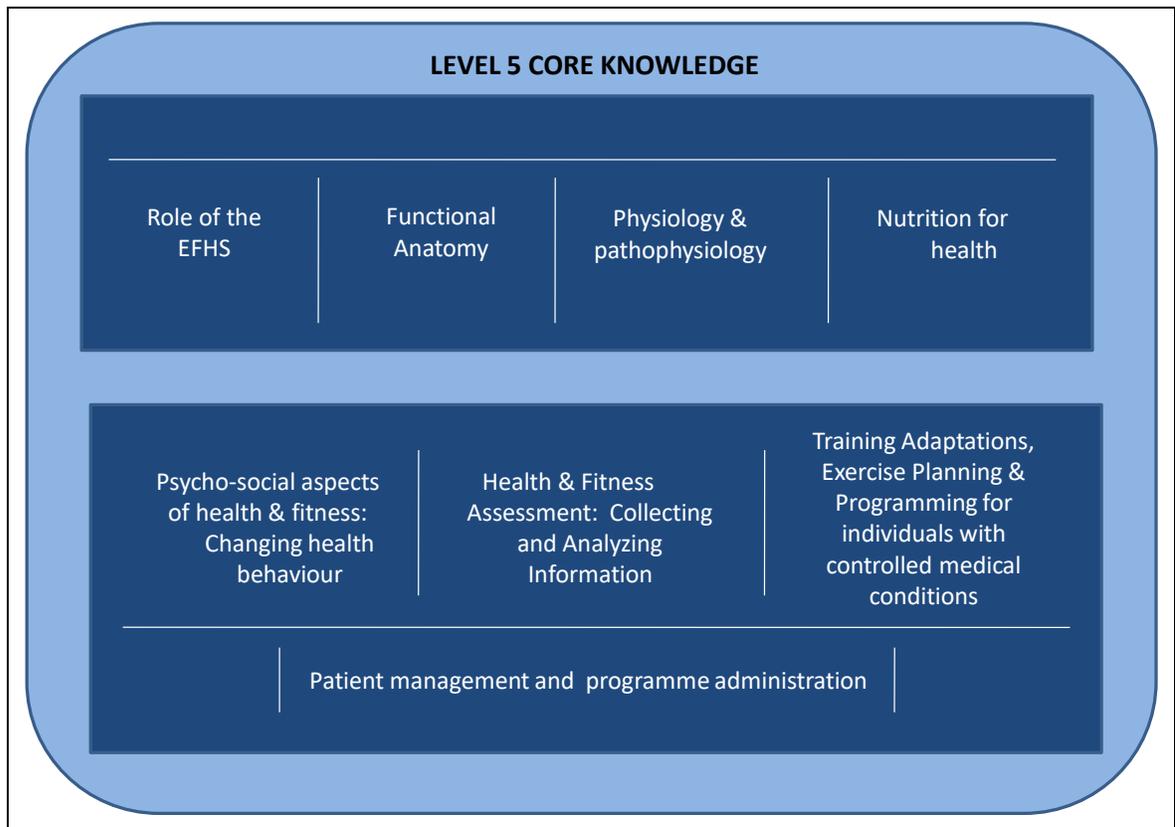
Building on the foundation of the role of a personal trainer, the Exercise for Health Specialist should additionally be able to:

1. Conduct screening and risk stratification of individuals at risk or with a health condition;
2. Conduct appropriate testing, functional and physical fitness assessments with exercisers and interpret results;
3. Create evidence-based exercise programmes for individuals at risk or with controlled health conditions;
4. Motivate exercisers with controlled health conditions to adopt and maintain healthy lifestyle behaviours;
5. Motivate exercisers with controlled health conditions to begin and continue with healthy eating behaviours;
6. Manage communication with exercisers, medical and health care professionals and maintain professional administrative records.

Core Knowledge Areas and Skills Requirements

The educational standards for the Exercise for Health Specialist EQF Level 5 include the following core knowledge areas:

EXERCISE FOR HEALTH SPECIALIST



The core knowledge and skill requirements are divided into the following sections:

Section 1: Role of the Exercise for Health Specialist

Section Overview

Learners will:

- Understand the Medical and Political need for Exercise for Health Specialists in Europe
- Understand the role of the Exercise for Health Specialist
- Know the career development opportunities available as an Exercise for Health Specialist

Section Headings

1.1 The rationale for exercise for health services

Learners should demonstrate knowledge and understanding of:

- The prevalence of NCDs Globally, within Europe and Nationally
- The economic impact of NCDs and the reason for political intervention in policymaking to tackle their increasing incidence
- How Exercise for Health Specialists can support existing healthcare provision in the management of NCDs
- The national, European and international initiatives to raise awareness of the importance of exercise for health
- The potential funding sources for Exercise for Health services including publically funded schemes and private practice as an Exercise for Health Specialist

1.2 Professional development in exercise for health

Learners should demonstrate knowledge and understanding of:

- Opportunities for career development as an Exercise for Health Specialist
- The importance of and how to maintain Continuous Professional Development as an Exercise for Health Specialist

Section 2: Advanced Functional Anatomy and Biomechanics

Section Overview

Learners will:

- Understand the contrast between and synergies of the traditional (reductionist) and functional (integrated) views of human anatomy
- Know how a range of NCD's can affect the normal anatomical function of the body
- Understand the implications of surgical interventions for the treatment of

- NCDs on integrated function
- Understand the concept and effect of biomechanical loading, and the importance and effects of loading on the living tissues (particularly in cases of bad posture, musculoskeletal disorders, bone health promotion, osteogenic index of exercise, and prevention and treatment of osteopenia and osteoporosis)
 - Understand the means of movement analysis

Section Headings

2.1 Anatomy of integrated function

Learners should demonstrate knowledge and understanding of:

- Musculoskeletal anatomical terms, locations and isolated functions of muscles, muscle groups and major joint actions
- The concept that in function every muscle acts in three dimensions
- The role of the myofascial system and properties of connective tissue
- Muscles work in a synergistic nature with fascia to create efficient movements of the body
- The main adaptations of gait - lifespan
- Common compensatory patterns (e.g., upper- and lower crossed syndrome)
- The impact of bone disease (osteoporosis) on the skeleton in relation to posture and movement potential
- The impact of joint disease (arthritis) on posture and movement
- The impact of obesity on the myofascial and musculoskeletal systems, posture and movement
- The effects of emotion on posture and movement in relation to mental health conditions including stress, anxiety and depression
- The effects of neurological conditions on movement capacity including stroke, MS, dementia, Alzheimer's and Parkinson's diseases

Section 3: Physiology & Pathophysiology

Section Overview

Learners will:

- Understand the differences between normal physiology and the characteristic pathophysiology for a range of NCDs
- Know how to identify credible sources and conduct structured research into conditions they are not familiar with
- Understand how to work safely with individuals who have conditions they are not familiar with

Section Headings

3.1 Aetiology and pathophysiology of common NCDs

Learners should demonstrate knowledge and understanding of:

- Homeostatic control mechanisms and the implications of homeostatic imbalances
- The pathophysiology of hypertension, and dyslipidaemia
- The process of atherosclerosis and its effect on cardiovascular physiology and anatomy leading to blood vessel occlusion
- The outcomes of occlusion in cerebrovascular, coronary and peripheral blood vessels i.e. stroke, angina & MI and PAD
- The role of obesity in developing insulin resistance, impaired glucose tolerance and type 2 diabetes
- The causative factors and pathophysiology of overweight, obesity, metabolic syndrome, type 2 diabetes and type 1 diabetes
- The causative factors and pathophysiology of osteoarthritis, rheumatoid arthritis, and non-specific low back pain
- The causative factors and pathophysiology of osteopenia and osteoporosis
- The causative factors and pathophysiology of stress, general anxiety disorder and depression
- The causative factors and pathophysiology of dementia, Alzheimer's disease, Parkinson's disease and Multiple Sclerosis
- The causative factors and pathophysiology of COPD and asthma
- The causative factors and pathophysiology of myalgia
- The pathophysiology of breast cancer

3.2 Researching unfamiliar conditions

Learners should demonstrate knowledge and understanding of:

- Research methods and identifying credible sources of scientific information
- Approaching an unfamiliar medical condition in terms of identifying prevalence, causation, pathology, treatment/management, effects of exercise/physical activity and exercise guidelines for patients with the condition
- How to conduct consultations for new clients with unfamiliar medical conditions, i.e., what to ask, where to seek further advice, when to begin exercise, how to introduce activities that are safe and relevant to improving the client's function/condition, rate of progression, setting expectations and goals that are appropriate and realistic in the context of the condition and medication effects

Section 4: Nutrition for Health

Section Overview

Learners will:

- Understand the importance of recommending credible, evidence based healthy eating guidelines for individuals with NCDs
- Know the specific nutrition recommendations for common NCDs

- Know when and how to refer to a dietician or clinical nutritionist for specific dietary advice
- Understand the importance of using behaviour change techniques when addressing nutrition with individuals with NCDs

Section Headings

4.1 Eating for health

Learners should demonstrate knowledge and understanding of:

- Their country's national food guide model and other evidence-based guidelines for eating a healthy balanced diet containing all food groups
- The importance of obtaining adequate amounts of all macro and micronutrients in maintaining good health, particularly in those with existing medical conditions
- Specific nutrition recommendations for particular NCD's, e.g., low fat and sugar diets for the management of cholesterol and triglycerides in those with CVD, limiting sodium intake for hypertensive participants and the use of tools such as glycemic index and glycemic load in those with insulin resistance metabolic syndrome and diabetes
- The concept that it is often not a lack of education about healthy eating but a lack of willingness or ability to make the required changes to eating habits that prevents individuals from improving their diet and achieving better health

4.2 Scope of practice and making referrals

Learners should demonstrate knowledge and understanding of:

- Professional boundaries and their scope of practice
- Processes for making referrals to public or privately funded nutrition and dietetic services

Section 5: Psycho-social aspects of Health & Fitness: Changing Health Behaviours

Section Overview

Learners will:

- Understand the importance of empathising with an individual's attitude towards exercise in the context of their health status
- Know the commonly held beliefs of individuals with NCDs and how these influence adherence to nutrition and physical activity recommendations
- Understand the value of incorporating a social element into exercise programmes for individuals with NCDs
- Know how to apply psychological models of change in the context of working with individuals with NCDs
- Understand which behaviour change techniques are most likely to be effective when working with individuals with NCDs

Section Headings

5.1 Psychological approaches in exercise for health

Learners should demonstrate knowledge and understanding of:

- The value of empathy and the psychological barriers to increasing physical activity levels that many individuals with an NCD will experience
- Commonly held beliefs of individuals with NCDs and the impact of these beliefs on their actions which ultimately affects their adherence to healthy eating and physical activity guidelines
- How to identify an individual's stage of readiness to change in the transtheoretical model and how this influences the motivational approach used
- Behaviour change tools that can be used to increase extrinsic and intrinsic motivation to adopt behaviours in healthy eating and physical activity

5.2 Social aspects of exercise for health

Learners should demonstrate knowledge and understanding of:

- The motivational value of social exercise and a sense of belonging
- Ways to facilitate the formation of social groups and encourage the formation of social support networks through exercise programme structure and scheduling of events

Section 6: Health & Fitness Assessment: Collecting and analysing information

Section Overview

Learners will:

- Know appropriate screening and referral protocols for use with individuals with NCDs
- Know which anthropometric and resting measurements are appropriate to use with individuals with common NCDs
- Know which specific measurements are not valid in the context of particular NCDs
- Know a range of assessments of functional ability and capacity that can be used safely for individuals with a range of NCDs

Section Headings

6.1 Screening and risk stratification in exercise for health

Learners should demonstrate knowledge and understanding of:

- How to use screening paperwork such as the PAR-Q, medical questionnaires and validated risk stratification tools to determine an individual's suitability for exercise and the level of supervision required
- The processes and procedures for seeking medical consent to exercise when required as determined by screening protocols
- When it is appropriate to use anthropometric and resting measurements including blood pressure, height, weight, BMI, waist measurement, other circumference measurements, resting heart rate or palpation of pulse, static posture analysis, range of movement evaluation
- When it is appropriate to perform observation or analysis of gait, functional movement screening or functional capacity tests, submaximal estimation of aerobic capacity, muscular fitness testing, balance, co-ordination or other proprioceptive/motor skill evaluations and which tests are suitable for the individual's level of ability and condition

Section 7: Training Adaptations, Exercise Planning & Programming for Individuals with Controlled Medical Conditions

Section Overview

Learners will:

- Understand the importance of compliance with national legislation and following best practice guidance when providing exercise services for participants with NCDs
- Know specific evidence based exercise guidelines for individuals with a range of common NCDs
- Know where to source evidence-based guidelines for individuals with other less common conditions
- Know how to work within guidelines for exercise when co-morbidities are present
- Know how to work with medical professionals to agree appropriate exercise volumes and intensities for an individual when evidence based guidelines are not published for their health condition(s), or when abnormal responses to exercise are present although following guidelines prescription
- Understand the rationale for adapted exercise guidelines for NCDs in terms of pathophysiology and the altered physiological adaptation of the body to exercise stimulus
- Know the importance of using techniques to encourage self-sustainable physical activity
- Understand the importance of performing a thorough initial consultation with a new participant/client

Section Headings

7.1 Planning exercise with participants

Learners should demonstrate knowledge and understanding of:

- National and local legislation, quality assurance frameworks or other policies and guidance relating to the provision of exercise services to participants
- The importance of compliance with and adherence to legislative or best practice guidelines for working with participants

7.2 Guidance parameters for exercise with participants

Learners should demonstrate knowledge and understanding of:

- ACSM or other evidence based guidelines for FITT and programme design for common NCD's including; hypertension, dyslipidaemia, stable angina, post-rehabilitation controlled coronary heart disease, obesity, metabolic syndrome, diabetes types 1 and 2, osteoarthritis, rheumatoid arthritis, osteopenia, osteoporosis, general anxiety disorder, depression, COPD, asthma, myalgia, and mastectomy
- Resources for obtaining credible evidence-based exercise guidelines for medical conditions that are less common where guidelines are available
- How to safely programme exercise using the lower limits of all relevant exercise guidelines when an individual has more than one condition, complications or comorbid risk factors
- Communicating with an individual's primary care physician to establish safe parameters within which the individual can perform physical activity in cases where no established guidelines are published for their particular medical condition or combination of conditions, or when abnormal responses to exercise are present although following guidelines prescription

7.3 Effects of pathophysiology on exercise

Learners should demonstrate knowledge and understanding of:

- The relationship between the aetiology, pathophysiology and the guidelines for controlling intensity, duration or type of exercise for individuals with a chronic condition in order to safely progress the individual's programme without increasing the risk of adverse events
- The effect of a condition and the side effects of medication commonly used to treat it, on the outcome of exercise programmes compared to those expected in an un-medicated individual with normal physiology
- How to apply principles of periodization within the limits of recommended guidelines to achieve client's desired long term outcomes without compromising health
- Structure exercise programmes to facilitate behaviour change in the long term, leading to self-sustained increases in physical activity
- Collect detailed medical, lifestyle and other information and set goals in a consultation in order to construct a programme that meets the client's wants and needs

7.4 Adaptation and modification of exercise

Learners should demonstrate knowledge and understanding of:

- Adapting exercise programmes and modifying planned activities in response to a client's acute needs on the day of a planned exercise session
- Know acute contraindications to exercise for the given conditions, and how to detect it
- Use appropriate methods of intensity monitoring relevant to the client, their goals, medical condition and the exercise environment
- Perform regular performance reviews with client's to evaluate progress against expectations and identify new goals

Section 8: Participant Management and Programme Administration

Section Overview

Learners will:

- Understand how to plan marketing and advertise services as an Exercise for Health Specialist
- Know different approaches for the recruitment of patients/clients into the services of an Exercise for Health Specialist
- Know the policies, procedures and quality assurance requirements for delivering services as an Exercise for Health Specialist
- Know how to create a sustainable business as an Exercise for Health Specialist
- Understand communication pathways and terminology with medical and healthcare professionals
- Understand confidentiality and management of data in compliance with national legislation, including data protection requirements
- Know how to manage documentation and administration of services as an Exercise for Health Specialist
- Know how to implement systems for patient/client communication, tracking and follow-up

Section Headings

8.1 Programme marketing & administration

Learners should demonstrate knowledge and understanding of:

- Market position and market advantage as an Exercise for Health Specialist
- How to identify a target market
- The networks and professional relationships that will benefit them as an Exercise for Health Specialist
- The various routes to market that exist locally and nationally as an Exercise for Health Specialist
- Where and How to advertise their services as an Exercise for Health Specialist

- How to identify an appropriate price point for services and develop a business model based on available revenue opportunities (potentially private, public or insurance funded, depending on national healthcare systems policy and legislation)
- How to create rapport with medical and healthcare professionals in order to develop their confidence in your ability to deliver a high quality service that is safe for their participants

8.2 Participant management & administration

Learners should demonstrate knowledge and understanding of:

- Policies that convey a professional, lawful and ethical approach to participant/client health & safety, equality of opportunity, quality assurance, confidentiality, security of and access to personal data, level of service they can expect, progress monitoring and reporting, terms and conditions of service that clearly identify the responsibilities of Trainer, medical professional and Client/Participant
- Processes that outline the communication pathway and agreed information required when recruiting/accepting new participants/clients with medical conditions
- How to manage data in compliance with all prevailing legislative requirements
- A system for administration that includes standardised documentation used to track and monitor client/participant progress and report to medical professionals at an agreed frequency
- A client database and client management system that allows records of previous communication with each client to be maintained in order to track and monitor progress effectively and follow up session non-attendance or lapsed clients



IV. EuropeActive Exercise for Health Specialist - EQF L5 - Standards & Competencies Framework

This document describes the EuropeActive Competence Framework and contains the essential competences, associated with skills and knowledge written as learning outcomes, based on occupational purposes, required to work as an Exercise for Health Specialist in the European Health and Fitness Industry at the EQF-Fitness Level 5. These Competence Framework and Standards are purpose and outcome driven, aligned with the industry main goal to get 'more people, more active, more often'.

The Units in the document are broken down in to competencies, skills and range. This document should be read in conjunction with the EuropeActive **European Level 5 Exercise for Health Specialist Knowledge Requirements** which describe the knowledge which underpin the skills of the exercise professional working specifically with individual at risk or with NCDs.

Section 1: Role of the Exercise for Health Specialist

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Follow a Professionalism and Ethics Code of Practice	Demonstrate responsibility and professional duty of care to clients	<ul style="list-style-type: none"> Client Safety and wellbeing Legal responsibilities Compliance with National Health and Safety policies Ethics and professional conduct Expectations of medical and health care professionals Expectations of participants 	Pre-requisite level 4 PT knowledge requirement applied and interpreted in the context of exercise for health (EuropeActive/EREPS Code)
Commitment to continued personal and professional development	Investment in continued professional development activities and progression in quality or range of exercise for health service delivery	<ul style="list-style-type: none"> Formal learning Informal learning Self-directed study Mentored experience at work 	1.2 Professional development in exercise for health
Establish communication with providers of funding for exercise for health services	Communicate the benefits of an exercise for health service as a cost effective adjunct treatment method & prevention tool for many NCDs	<ul style="list-style-type: none"> Private medical facilities Public health care organisations Local Government departments 	1.1 The rationale for exercise for health services
Promote exercise for health services to medical professionals, healthcare professionals and participants	Communicate the benefits for participants of engaging in a structured, supervised exercise programme	<ul style="list-style-type: none"> Medical professionals Healthcare professionals <i>including physiotherapists, nurses, occupational therapists</i> Participants in public or private care The public 	1.1 The rationale for exercise for health services 8. Participant Management & Programme Administration
Accept participant referrals and recommendations	Demonstrate awareness of the healthcare system and	Including referrals from: <ul style="list-style-type: none"> Health service medical and healthcare 	1.1 The rationale for exercise for health services

	processes for accepting referrals	<ul style="list-style-type: none"> practitioners Private medical practitioners Private allied health professionals Participants (self-referral) 	<p>7.1 Planning exercise with participants</p> <p>8. Participant Management & Programme Administration</p>
Build rapport with participants and put them at ease by setting expectations correctly in line with individual needs	Demonstrate empathy, listen to participant to identify needs and explain the demands and benefits of an exercise for health programme tailored to their individual requirements	<ul style="list-style-type: none"> Anxious individuals Individuals with no previous experience of structured exercise Individuals with physical limitations Individuals with an existing or previously high level of fitness 	5.1 Psychological approaches in exercise for health
Perform health screening and risk stratification of participants	a. Use validated screening and risk stratification instruments to determine participant suitability to the exercise for health service	<ul style="list-style-type: none"> Referred participants Self-referred participants Questionnaires e.g. revised PAR-Q Risk stratification tools e.g. ACSM, Irwin and Morgan 	6.1 Screening and risk stratification in exercise for health
	b. Use recognised resting and anthropological measurements for risk stratification	<ul style="list-style-type: none"> BMI Waist measurement Resting blood pressure Resting pulse 	6.1 Screening and risk stratification in exercise for health
	c. Use active assessments to determine functional ability in components of fitness as appropriate	<ul style="list-style-type: none"> Movement/gait observation Tests of functional capacity e.g. sit to stand Evaluation of motor skill function related to proprioception and risk of falling 	6.1 Screening and risk stratification in exercise for health
Motivational counselling with individuals about to embark on exercise for health programmes	a. Employ appropriate listening and questioning as part of a recognised process of behaviour change	<ul style="list-style-type: none"> Physical activity Lifestyle practices e.g. drinking, smoking Healthy eating 	5.1 Psychological approaches in exercise for health
	b. Set SMART goals based on participant's wants and	Goals including: <ul style="list-style-type: none"> Fat loss, lean body mass gain, wellness 	5.1 Psychological approaches in exercise for

	relevant to managing their health status	or function in daily life, sports performance, rehabilitation	health
Plan exercise programmes for participants	a. Use appropriate condition specific volume and intensity guidelines in planning programmes	<ul style="list-style-type: none"> Evidence based guidelines from ACSM or similar where available Agreed parameters established with the participant's medical practitioner in instances where no evidence based guidelines exist for a condition 	3.1 Aetiology and pathophysiology of common NCDs 3.2 Researching unfamiliar conditions 7.2 Guidance parameters for exercise with participants
	b. Adapt generic guidelines to account for individual participant's signs and symptoms, disease progression and comorbidities or complications	<ul style="list-style-type: none"> Information gathered from the participant Information sent from the referring medical professional Information from observation and measurement Information from research into the condition 	7.3 Effects of pathophysiology on exercise 6.1 Screening and risk stratification in exercise for health 3.2 Researching unfamiliar conditions 2.1 Anatomy of integrated function
	c. Structure programmes to account for individual participant's motivations and desired programme outcomes (goals)	<ul style="list-style-type: none"> Health goals Personal goals 	5.1 Psychological approaches in exercise for health
	d. Provide healthy eating advice specific to goals, exercise programme demands and medical conditions	<ul style="list-style-type: none"> Energy balance National food guide model Restriction specific requirements or restrictions 	4.1 Eating for health

	e. Write long term programmes in a format that show progression towards client's goals within guideline parameters	<ul style="list-style-type: none"> • Minimum 12 week structure Variation in training variables may include: <ul style="list-style-type: none"> • Frequency • Duration • Intensity • Recovery periods • Exercise technique complexity • Exercise modality • Exercise equipment choice 	7.2 Guidance parameters for exercise with participants 7.3 Effects of pathophysiology on exercise
	f. Write session plans in a format that can be interpreted by the participant	<ul style="list-style-type: none"> • Use a standard format for presenting exercise sessions to participants • Type or write clearly using common terminology 	5.1 Psychological approaches in exercise for health
	g. Plan exercises that enhance functional movement of the body	<ul style="list-style-type: none"> • Mobility • Flexibility • Functional strength • Movement efficiency 	2.1 Anatomy of integrated function
	h. Plan exercise sessions or schedules to include or facilitate social interaction	Facilitate social interaction of participants: <ul style="list-style-type: none"> • During exercise sessions • Outside of exercise sessions 	5.2 Social aspects of exercise for health
Deliver exercise sessions to participants	a. Welcome participants to sessions and create a sense of security in the exercise environment	<ul style="list-style-type: none"> • Gym environment • Studio environment 	5.1 Psychological approaches in exercise for health
	b. Create opportunities for social interaction in the exercise environment	<ul style="list-style-type: none"> • Before exercising • During exercise • After exercising 	5.2 Social aspects of exercise for health
	c. Monitor intensity to keep participant within guideline parameters of volume and intensity	<ul style="list-style-type: none"> • CV exercise intensity & duration • Resistance exercise intensity and volume • Recovery period duration 	7.2 Guidance parameters for exercise with participants 7.3 Effects of pathophysiology on exercise

			7.4 Adaptation and modification of exercise
	d. Adapt exercises within sessions in response to participants immediate needs	<ul style="list-style-type: none"> • Mode of exercise • Equipment choice • Exercise alternative or variation • Intensity • Duration • Any other exercise variable 	7.3 Effects of pathophysiology on exercise 7.4 Adaptation and modification of exercise
	e. Deal effectively with injuries and signs of illness as a result of the participant's medical condition	<ul style="list-style-type: none"> • Client monitoring for condition specific signs and symptoms • Symptoms of distress, illness or injury • CPR • Categories of injuries • Industry related First Aid in line with national guidelines 	L3 fitness instructor pre-requisite plus 7.3 Effects of pathophysiology on exercise 7.4 Adaptation and modification of exercise
	f. Close exercise session safely and provide relevant information on recovery and after-care	<ul style="list-style-type: none"> • Advice/reminders of post-exercise self-monitoring e.g. diabetics and blood glucose • Hydration • Eating to replace energy • Normal and abnormal post-exercise responses/discomfort 	7.3 Effects of pathophysiology on exercise 4.1 Eating for health
	g. Follow up missed appointments or in instances when session is finished early due to participant becoming symptomatic	<ul style="list-style-type: none"> • Telephone • Email • Letters • Web 	8.2 Participant management & administration

Section 2: Functional Anatomy

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Integrate the principles of training to improve whole body function in programme design	a. Consider an individual's functional limitations when planning exercise programmes	<p>Limitations of medical conditions on functional movement including:</p> <ul style="list-style-type: none"> • Neurological conditions, e.g., Multiple Sclerosis • Bone conditions, e.g., osteoporosis • Joint conditions, e.g., osteoarthritis • Metabolic conditions, e.g., Obesity • Mental health conditions, e.g., muscle tension in stress & anxiety 	<p>2.1 Anatomy of integrated function</p> <p>3.1 Aetiology & pathophysiology of common NCDs</p>
	b. Plan exercises that progressively develop mobility and coordination through programmes	<ul style="list-style-type: none"> • Three dimensional movement patterns for all joints • Coordinated movements involving multiple joints, muscles and fascia in natural movement patterns <p>Benefits of functional movement patterns compared to traditional exercise techniques:</p> <ul style="list-style-type: none"> • Reduced risk of pattern overload • Improved proprioceptive response • Improved movement efficiency 	<p>2.1 Anatomy of integrated function</p>
Adapt exercise technique during sessions to facilitate improved movement patterns	a. Observe exercise performance and regress movements to enable participants to work within their sphere of function	<p>Identify:</p> <ul style="list-style-type: none"> • Impaired movement timing and rhythm • Compensatory movement <p>Regress by:</p> <ul style="list-style-type: none"> • Increasing stability using body position or external support 	<p>2.1 Anatomy of integrated function</p> <p>7.4 Adaptation and modification of exercise</p>

		<ul style="list-style-type: none"> • Reducing ROM • Changing movement speed • Reducing load (intensity) • Reducing target number of repetitions 	
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Section 3: Physiology & pathophysiology

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Communicate and converse about medical conditions with participants and medical professionals	a. Correct use of medical terminology and the ability to explain medical terms to participants in accessible language	<ul style="list-style-type: none"> • General anatomical terminology • Terminology specific to common NCDs 	3.1 Aetiology & pathophysiology of common NCDs
	b. Able to explain to participants the progression of their condition and the role of exercise in prevention and/or as an adjunct to pharmacological or surgical treatment	<ul style="list-style-type: none"> • Role of Dyslipidaemia in promoting Atherosclerosis leading to CHD/CVD/PVD • Role of hypertension in renal failure, glaucoma and CVD • BMD loss, osteopenia and osteoporosis • Relapsing remitting nature of autoimmune diseases including rheumatoid arthritis • The process of cartilage damage leading to osteoarthritis • Role of obesity in insulin resistance leading to 	3.1 Aetiology & pathophysiology of common NCDs

		<p>impaired glucose tolerance or metabolic syndrome and type 2 diabetes</p> <ul style="list-style-type: none"> • Causative factors in the development and progression of stress, anxiety, depression, dementia, Alzheimer’s disease, Parkinson’s disease, COPD and Asthma <p>Beneficial effects of exercise in the prevention of and/or as an adjunct to treatment for:</p> <ul style="list-style-type: none"> • Dyslipidaemia • Hypertension • Coronary Heart Disease • Cerebro-Vascular Disease • Peripheral Artery Disease • Osteoporosis • Rheumatoid arthritis • Osteoarthritis • Obesity • Metabolic syndrome • Type 1 diabetes and type 2 diabetes • Stress, anxiety & depression • Dementia & Alzheimer’s disease • Parkinson’s disease • COPD & Asthma • Colon, breast and prostate cancers 	
Anticipate participant’s needs and limitations when planning exercise	Follow appropriate guidelines when planning exercise	<ul style="list-style-type: none"> • Where available use evidence based exercise 	3.1 Aetiology & pathophysiology of common

<p>programmes based on an understanding of the effects of their condition on exercise capacity</p>	<p>programmes for participants</p>	<p>prescription guidelines form credible research organisations</p> <ul style="list-style-type: none"> • For conditions that have no evidence based guidelines, and in instances of co-morbidities or complications individual parameters for programme variables are to be researched and agreed with the participant's primary care physician 	<p>NCDs</p> <p>3.2 Researching unfamiliar conditions</p>
<p>Adapt exercise techniques and programme variables during sessions to minimise the participant's risk of inducing adverse effects related to their medical condition</p>	<p>Look for appropriate warning signs when observing and monitoring participant's during exercise sessions</p>	<ul style="list-style-type: none"> • Visible indicators of overexertion • Use of monitoring devices, e.g., heart rate monitors to signal overexertion • Verbal feedback cues indicating difficulty in performing exercises safely • Facial expressions during exercise signalling discomfort or overexertion 	<p>3.1 Aetiology & pathophysiology of common NCDs</p>

Section 4: Nutrition for Health

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Advise participants of national healthy eating guidelines and the health benefits of eating a balanced diet	a. Explain the national food guide and relate the balance of food groups to health benefits	<ul style="list-style-type: none"> • Energy balance manipulation to support health/fitness goals • Meeting macronutrient requirements • Meeting micronutrient requirements • Effects of supplements 	4.1 Eating for health
	b. Describe specific evidence based nutrition guidelines for a participant's condition	Nutrition recommendations for managing: <ul style="list-style-type: none"> • CHD • Overweight and obesity • Insulin resistance, metabolic syndrome, Diabetes type 2 • Diabetes type 1 • Hypertension • Bone health 	4.1 Eating for health
Refer participants to dietetic services for specialist dietary advice	a. Identify when a participant's needs are outside of their scope of practice and refer to an appropriately qualified professional using correct processes	<ul style="list-style-type: none"> • Medication-food interactions • Use of individual micronutrient dietary supplements • Diet planning and prescription • Principles of weight management 	4.1 Eating for health
Support participants through the	a. Use behaviour change tools	<ul style="list-style-type: none"> • Reduce energy intake 	4.1 Eating for health

psychological process of changing their eating behaviours	and techniques during sessions with participants to help them change their eating habits	<ul style="list-style-type: none"> • Increase energy intake • Increase consumption of fruit and vegetables • Reduce consumption of processed, refined foods • Swap current food choices to healthier alternatives • Consume adequate water to maintain hydration 	
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Section 5: Psycho-social aspects of health & fitness: Changing health behaviours

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Integrate behaviour change approaches into consultation appointments and exercise session delivery	a. Use one or more process for facilitating behaviour change e.g. motivational interviewing during conversations with clients to increase their intrinsic motivation to exercise	<ul style="list-style-type: none"> • Initial consultation appointments • Supervised exercise sessions • Brief conversations outside of appointments • Brief appointments on informal physical activity 	5.1 Psychological approaches in exercise for health
	b. Use extrinsic reward systems to motivate participants to adhere to exercise programmes	<ul style="list-style-type: none"> • Allocating rewards to achievement of goals • Setting competitions or challenges appropriate for participants 	5.1 Psychological approaches in exercise for health
Create opportunities for social interaction amongst participants participating in exercise for health	Organise social events and introduce participants to one another to facilitate development	<ul style="list-style-type: none"> • Before or after exercise sessions • During exercise sessions 	5.2 Social aspects of exercise for health

programmes	of new social support networks	<ul style="list-style-type: none"> • On special occasions • Adequate social events to age and family structure 	
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Section 6: Health & fitness assessment: Collecting and analysing information

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Be able to screen and risk stratify participants	Use validated screening and risk stratification documents effectively	<ul style="list-style-type: none"> • Revised PAR-Q • ACSM risk stratification criteria • Risk stratification provided by specialized scientific organizations (?) • Irwin and Morgan risk stratification tool 	6.1 Screening and risk stratification in exercise for health
Follow correct processes for gaining medical consent for participants to exercise	Refer participants to their primary care physician to gain consent for them to participate in a supervised exercise programme	<ul style="list-style-type: none"> • Writing a letter to a client's doctor requesting consent to exercise (e.g., PARMED-X by the CSEP) • Following up letters with a telephone call, e-mail 	6.1 Screening and risk stratification in exercise for health
Accurately and reliably conduct valid resting measurements on participants	Use equipment according to suitable standardised protocols for the participant to obtain accurate results from tests	<ul style="list-style-type: none"> • Blood pressure • Height, weight & BMI • Waist measurement • Additional circumference measurements • Resting pulse • Posture analysis • Range of movement/ flexibility test 	6.1 Screening and risk stratification in exercise for health
Accurately and reliably conduct	Use equipment according to	<ul style="list-style-type: none"> • Observation of gait 	6.1 Screening and risk

safe, valid active assessments on participants	suitable standardised protocols for the participant to obtain accurate results from tests	balance, cadence and timing <ul style="list-style-type: none"> • Tests of function • Aerobic capacity • Muscular fitness • Balance/coordination 	stratification in exercise for health
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Section 7: Training adaptations, exercise planning & programming for individuals with controlled medical conditions

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Maintain compliance with legal and professional guidelines for the provision of exercise for health services	Access to and familiarity with current regulations and guidance for the provision of exercise for health services	<ul style="list-style-type: none"> • Legislation • Quality assurance frameworks • Professional codes of practice 	7.1 Planning exercise with participants
Maintain familiarity with current exercise guidelines for participants	Regular research into current exercise guidelines and new discoveries relevant to participants they are work with	<ul style="list-style-type: none"> • Signed up to receive notifications from relevant research organisations and charities • Dedicate time to research and reading on a regular basis • Professional discussions with colleagues and medical professionals 	7.2 Guidance parameters for exercise with participants

Section 8: Participant management and programme administration

WORKPLACE COMPETENCY Learners should be able to demonstrate the following competencies	SKILLS Learners should be able to demonstrate the following skills	RANGE Learners should be able to cover the following range	UNDERPINNING KNOWLEDGE Learners should demonstrate knowledge and understanding of:
Marketing and advertising of exercise for health services	Identify a target market and carry out advertising to attract potential users of the exercise for health service	<ul style="list-style-type: none"> • Health service funded participants • Privately funded participants • The public 	8.1 Programme marketing & administration
Managing and administering the tracking of inquiries, uptake of exercise for health services, adherence to programmes and follow up of lapsed participants	Administration of participant information	<ul style="list-style-type: none"> • Tracking spread sheet or database • Analysis of successful programme completion rates • Telephone, email and letter follow-up of lapsed programme participants 	8.2 Participant management & administration