



*Setting the Standards for the European Fitness
and Physical Activity Sector*

EUROPEACTIVE STANDARDS

EQF LEVEL 3

FITNESS INSTRUCTOR AND GROUP FITNESS INSTRUCTOR

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EuropeActive Standards EQF Level 3 Fitness Instructor and Group Fitness Instructor

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Executive Summary

This document presents the updated EuropeActive Level 3 Professional Standard for Fitness Instructor and Group Fitness Instructor. The standard defines the knowledge, skills, responsibility and autonomy required for professionals working at this level within the European fitness and physical activity sector.

The standard aligns with the European Qualifications Framework (EQF Level 3) and forms part of the broader EuropeActive Professional Standards framework, supporting transparency, mobility and consistency in professional education and recognition across Europe.

A key objective of the update was to modernise the format of the standard. The document is now structured around clearly defined learning outcomes and competence areas, expressed through knowledge, skills, responsibility and autonomy. This structure improves clarity for education providers, learners and employers, and facilitates the development of curricula, learning programmes and assessment strategies aligned with the expected professional competencies.

The updated standard also reflects the evolving needs of the fitness sector. It emphasises the role of the Fitness Instructor and Group Fitness Instructor in supporting participation in physical activity, creating positive fitness experiences and encouraging long-term engagement in exercise. The competencies include delivering safe and effective exercise sessions, providing appropriate guidance to participants, adapting sessions to meet participant needs and maintaining a professional and inclusive environment.

The document identifies a shared core of competencies applicable to both Fitness Instructors and Group Fitness Instructors, alongside additional role-specific competencies required for each occupational pathway. This approach recognises the common purpose of both roles while ensuring that the specific requirements of individual training and group exercise delivery are clearly defined.

The updated standard also ensures alignment with the revised EuropeActive Personal Trainer Professional Standard, providing a clear progression pathway from Level 3 Fitness Instructor roles to Level 4 Personal Trainer qualifications within the EuropeActive framework.

Overall, the revised standard provides an updated reference point for training providers, employers and professionals, supporting the development of competent fitness professionals who can contribute to the growth of participation in safe, effective and enjoyable physical activity across Europe.

Professional Standards Committee Technical Expert Group members

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

Technical Expert Group (2011):

- Prof. Alfonso Jiménez (EHFA, Spain) - TEG Leader
- Ben Gittus (SkillsActive, UK)
- Margarida Manz (Manz Produções, Portugal)
- Matthias Guett (EOSE, Lyon, France)
- Maura O'Sullivan Ryan (NCEF, University of Limerick, Ireland)
- Niki Keene (Curves International)
- Pernilla Ohlsson (PT School, Sweden)
- Richard Earney (Aspira, Belgium).
- Susanne Björklund (SAFE, SATS, Sweden)
- Xavier Martins (Les Mills International)
- Jean Sadouni, Chair of TEG Leaders
- Cliff Collins, EREPs Director (Observer)
- Irene Van Geest, Vice-Chair EHFA SC (external reviewer)

Technical expert group (2020 Review):

- Anna Szumilewicz, PhD, PSC Deputy Director – Standards, Gdansk University of Physical Education and Sport (Poland)
- Julian Berriman, PSC Director, MA, EuropeActive (UK)
- Atle Arntzen, Personal Trainer Manager, Norway
- Anna Bogdanova, Personal Trainer, Denmark
- Dr. Michael Harrison, Waterford Institute of Technology, Ireland
- Colin Huffen, Chartered Institute for the Management of Sport and Physical Activity, SportPark Loughborough University, United Kingdom
- David Kingsbury, Personal Trainer, United Kingdom
- Prof. Simona Pajaujiene, PhD, Lithuanian Association of Health and Fitness Clubs (LSKA), Lithuanian Sports University, Lithuania
- Ben Pratt, Nordic Fitness Education, Iceland
- Prof. Rita Santos Rocha, PhD, ESDRM-IPS - Sport Sciences School of Rio Maior - Polytechnic Institute of Santarém, Rio Maior, Portugal
- Dipanda Silva, Personal Training Director in VivaGym, Fitness Hut, Portugal

Technical expert group (2023 Review of essential skills):

- Anna Szumilewicz, PhD, PSC Deputy Director – Standards, Gdansk University of Physical Education and Sport (Poland) – TEG Chair
- Julian Berriman, PSC Director, MA, EuropeActive (UK)
- Kelby Jongen, Co-Owner bij Fitness Education Group (Netherlands)
- Prof. Simona Pajaujiene, PhD, Lithuanian Association of Health and Fitness Clubs (LSKA), Lithuanian Sports University (Lithuania)
- Ben Pratt, Nordic Fitness Education (Iceland)
- Dipanda Silva, Personal Training Director in VivaGym, Fitness Hut (Portugal)
- Sarah Durnford, Instructor Experience Development Director, Les Mills UK
- Espen Arntzen, Founder and CEO of the Academy of Personal Training and Wellness Health and Technology (Norway)
- Marie-Veronique Bernard, Head of Human Resources, Basic Fit (Netherlands)

Professional Standards Committee Review 2025:

- Julian Berriman, PSC Chair, MA, EuropeActive (UK)
- Anna Szumilewicz, PhD, PSC Deputy Director – Standards, Gdansk University of Physical Education and Sport (Poland)
- George Xiros, Owner at the Concept Terminal AFF Ambassador, Greece
- Ben Pratt, Fitness and Wellbeing Education Development Consultant, Ireland
- Espen Arntzen, Founder and CEO of the Academy of Personal Training and Wellness Health and Technology (Norway)
- Dipanda Silva, Personal Training Director in VivaGym, Fitness Hut (Portugal)
- Kelby Jongen, Co-Owner bij Fitness Education Group (Netherlands)
- Lidia B. Alejo, PhD, Director of the Expert Course in Physical Exercise and Cancer Associate Professor at the European University of Madrid
- Uliana Kateryna, PhD, Lecturer at the Department for Health, Fitness and Recreation at the National University of Ukraine on Physical Education and Sport (NUUPES).
- Steve Barrett, Director of Global Fitness Programming, Matrix Fitness (Johnson Health Tech.)
- Gabriel Vasilescu, Chief Operation Officer, World Class Romania
- Hugh Hanley, Group Personal Training Director, Pure Gym
- Myriam Decointet, Manager at ENCP Training School, l'Orange bleue Group

I. Description of the qualification

Type of qualification

Full qualification for the fitness and physical activity sector

Name of the qualification

Fitness Instructor / Group Fitness Instructor

EQF level

3

Job purpose

The purpose of a Fitness Instructor/Group Fitness Instructor is to build fitness participation of new and existing members through fitness experiences that meet their needs.

A trainer delivers fitness training to individuals (Fitness Instructor) or to a group through fitness classes (Group Fitness Instructor). Both types of occupation 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 fulfil this purpose, each of the occupation types requires additional knowledge, skills and competences specific to that type.

Fitness Instructor - Occupational Description

A Fitness Instructor delivers fitness instruction to individuals or small groups, including technical exercise knowledge, general fitness guidance, and other relevant support in relation to good health and fitness. A Fitness Instructor leads customers through safe and effective exercise sessions and is responsible for a positive customer fitness experience.

Group Fitness Instructor – Occupational Description

A Group Fitness Instructor delivers instruction to users through safe and effective exercise classes and is responsible for the resulting user fitness experience, which should be positive and meet the users' wants and needs.

II. Short description of occupational roles

Core Occupational Roles (FI and GFI):

- Communicate the benefits of exercise, physical activity, and behaviour change for long-term health and wellbeing.
- Prepare and lead exercise sessions that meet a wide range of individual needs, adapting content for in-person, outdoor, and online delivery.
- Conduct pre-exercise screening and use collected information to deliver safe, effective, and inclusive experiences in all environments.
- Use verbal, visual, and kinaesthetic techniques to demonstrate correct form, reduce injury risk, and support safe participation, including via digital formats.
- Monitor exercise environments and equipment to ensure health and safety compliance, accessibility, cleanliness, and readiness for all users, across physical and virtual settings.
- Build trust, support participation, and create inclusive spaces that encourage regular and sustained physical activity.
- Adhere to scope of practice, legal and safeguarding standards, and treat all participants with dignity and respect in every delivery environment.
- Reduce environmental impact through responsible practices and use technology and online platforms to support inclusive communication and service delivery.

Fitness Instructor – Role-Specific Responsibilities (Individual Focus):

- Conduct initial consultations and readiness assessments in-person or online.
- Develop exercise sessions to match fitness levels, goals, and abilities, adaptable for gym, home, outdoor, or digital delivery.
- Deliver inductions on the safe and effective use of gym equipment.

- Supervise independent training and monitor performance in-person or remotely.
- Provide ongoing support and progression advice via 1-to-1 or small group sessions, or digital platforms.
- Refer clients to other professionals when outside scope of practice.
- Record and manage client information in line with data protection laws.
- Encourage long-term behaviour change during 1-to-1 and small group sessions.

Group Fitness Instructor – Role-Specific Responsibilities (Group/Class Focus):

- Plan inclusive, structured group fitness sessions for mixed-ability participants in studios, community venues, outdoor spaces or online.
- Lead classes using music, rhythm, or choreography where relevant, with adaptations for live or digital formats.
- Create a fun, engaging atmosphere that fosters community and participation across all settings.
- Use appropriate cueing techniques to guide and motivate the group.
- Adapt sessions in real-time to accommodate differing needs, fitness levels and delivery environments.
- Welcome newcomers and provide beginner guidance, including online participants.
- Promote group adherence, social interaction, and healthy lifestyles, both in-person and through online communities.

Scope of Practice

A Fitness Instructor provides exercise sessions for the general population, either individually or in small groups. These sessions may take place within a fitness club, outdoor environment or online setting. This occupation is informally referenced to the European Qualification Framework (EQF) level 3.

A Group Fitness Instructor typically supervises groups of the general population within structured exercise classes delivered in studios, open halls, community venues, outdoor environments, or online platforms. Classes may be conducted with or without music and may follow freestyle or pre-choreographed formats. This role does not confer the ability to teach specialised group exercise disciplines (e.g., Yoga, Pilates, or other formats requiring additional qualifications). This occupation is informally referenced to the European Qualification Framework (EQF) level 3. Fitness or Group Fitness Instructors are **not** endorsed to:

- Prescribe rehabilitation programmes;
- Provide exercise testing and prescription for at-risk population / general population;
- 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.

Additional statement

A Fitness/Group Fitness Instructor (EQF Level 3) is primarily responsible for delivering and supervising structured exercise sessions for individuals or groups within a fitness facility, outdoor, or online setting. Their role focuses on ensuring safe and effective exercise performance during each session, providing general guidance and motivation rather than developing long-term, individualised plans. In contrast, a Personal Trainer (EQF Level 4) takes a more comprehensive, client-centred approach. This includes conducting consultations, health screenings, and fitness assessments to design, implement, and monitor tailored exercise programmes over time. Personal Trainers work closely with clients to achieve specific goals, supporting ongoing behavioural change and lifestyle improvement beyond the immediate supervision of exercise sessions.

Specific pre-requisites

All exercise professionals will require both basic core knowledge and specific knowledge related to the context in which they work and there are no specific pre-requisites before starting the EQF 3 qualification.

- Over 18 years of age and a high school diploma or equivalent.

Target learners

Those who wish to work as a Fitness Instructor/Group Fitness Instructor in the European fitness and physical activity Sector.

III. Qualification structure – mandatory units

Unit number	Unit title	Guided Learning Hours	Estimated Total Time
1.	Fundamentals of Anatomy and Physiology	8-10	25-30
2.	Fundamentals of Fitness and Exercise	8-10	25-30
3.	Fundamental Skills to Promote a Healthy Lifestyle	8-10	25-30
4.	Health and Safety of the Fitness Environment and Customers	8-10	25-30
5.	Fitness Instructor only: Individual Fitness Instruction	16-20	50-60
6.	Group Fitness Instructor only: Group Fitness Instruction	16-20	50-60

Unit 1: Fundamentals of Anatomy and Physiology

Learning outcomes – the learner will:	Assessment criteria – the learner can:
<p>1.1 Understand the structure and function of the skeletal system</p>	<p>1.1.1 Identify the anatomical position and common anatomical terms. 1.1.2 Identify the major bones of the skeletal system. 1.1.3 List the functions of the skeleton 1.1.4 Identify the major joints, joint types and joint actions available at different joints. 1.1.5 Describe the structure and function of the spine. 1.1.6 Describe optimal postural alignment and common postural deviations. 1.1.7 Describe the short and long-term effects of exercise on the skeleton.</p>
<p>1.2 Understand the structure and function of the muscular system</p>	<p>1.2.1 Identify the major muscle groups of the body. 1.2.2 Describe the principle of paired muscle actions. 1.2.3 Describe the key characteristics of striated, smooth, and cardiac muscle tissue. 1.2.4 Describe the structure of muscle and different muscle fibre types and their functions. 1.2.5 Describe the mechanism of muscle contraction, recruitment of fibres in the muscle, and the types of muscle contraction. 1.2.6 Identify the joint actions and movements brought about by specific muscle group contractions.</p>
<p>1.3 Understand the structure and function of the nervous system and its role in muscle contraction</p>	<p>1.3.1 Identify the divisions of the nervous system. 1.3.2 Identify the role of the nervous system in muscle contraction. 1.3.3 Identify the short- and long-term effects of exercise on the neuromuscular system.</p>

<p>1.4 Understand the structure and function of the cardiopulmonary system</p>	<p>1.4.1 Describe the passage of air through the respiratory tract.</p> <p>1.4.2 Explain the process of gaseous exchange and the relationship between oxygen and carbon dioxide.</p> <p>1.4.3 Describe the action of the diaphragm and the basic mechanics of breathing.</p> <p>1.4.4 Identify the basic structure and function of the heart, arteries, veins, capillaries and define the term of blood pressure.</p> <p>1.4.5 Explain the link between the heart, lungs and the muscles.</p> <p>1.4.6 Describe the short and long-term effects of exercise on the cardiopulmonary system, including blood pressure.</p>
<p>1.5 Understand the structure and function of the digestive system and urinary system</p>	<p>1.5.1 Identify the major organs of the digestive system (e.g., mouth, oesophagus, stomach, intestines).</p> <p>1.5.2 Describe the basic function of each part of the digestive system.</p> <p>1.5.3 Explain how regular exercise impacts digestion and nutrient absorption.</p> <p>1.5.4 Identify the main parts of the urinary system (e.g., kidneys, ureters, bladder, urethra).</p> <p>1.5.5 Describe the function of the urinary system in removing waste and maintaining water balance.</p> <p>1.5.6 Identify how exercise impacts kidney function and waste removal.</p>
<p>1.6 Understand the immune system</p>	<p>1.6.1 Identify the main function of the immune system.</p> <p>1.6.2 Describe the impact of healthy lifestyle, including physical activity, diet, sleep and rest on the immune system.</p>
<p>1.7 Understand body composition</p>	<p>1.7.1 Describe the basic composition of the human body.</p> <p>1.7.2 Identify factors that affect body composition.</p> <p>1.7.3 Describe types of basic body composition measurement.</p>

<p>1.8 Understand the different energy systems</p>	<p>1.8.1 Explain the importance of adenosine triphosphate (ATP) for muscle contractions.</p> <p>1.8.2 Explain the three energy systems and at what pace they provide energy (the Phosphagen - ATP-CP system, the lactate system and the aerobic system).</p> <p>1.8.3 Describe the terms: oxygen debt, oxygen deficit, steady state, anaerobic threshold and VO₂Max.</p> <p>1.8.4 Describe food fuels used to provide different types of energy.</p> <p>1.8.5 Explain the role of time, intensity, individual fitness levels in determining which energy system is predominantly used during specific exercise.</p> <p>1.8.6 Identify muscle fibre types used in relation to aerobic and anaerobic work.</p>
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Unit 2: Fundamentals of Fitness and Exercise

<p>Learning outcomes – the learner will:</p>	<p>Assessment criteria – the learner can:</p>
<p>2.1 Know the components of fitness</p>	<p>2.1.1 Define physical fitness.</p> <p>2.1.2 Identify factors that affect physical fitness.</p> <p>2.1.3 Describe the relationship between physical fitness, health-related exercise, sports specific exercise and health.</p> <p>2.1.4 Describe the components of health-related fitness:</p> <ul style="list-style-type: none"> ● Cardiovascular endurance ● Muscular strength ● Muscular endurance ● Flexibility ● Body composition <p>2.1.5 Describe the components of skill-related fitness:</p> <ul style="list-style-type: none"> ● Speed ● Reaction time ● Agility

	<ul style="list-style-type: none"> • Balance • Co-ordination • Power <p>2.1.6 List the benefits of physical activity and fitness for diverse groups of participants, including the physical, psychological and social benefits.</p>
<p>2.2 Know the basic principles of training</p>	<p>2.2.1 Describe the principles of training:</p> <ul style="list-style-type: none"> • Frequency, intensity, time, type, volume and progression (FITT - VP) • Overload • Adaptation • Recovery • Specificity • Reversibility <p>2.2.2 Describe how to apply these principles to progress or regress each component of fitness.</p>
<p>2.3 Understand the basic training variables</p>	<p>2.3.1 Explain the principle of training volume, the related variables (e.g. sets, reps, rest, duration), and its influence on physiological adaptations to exercise.</p> <p>2.3.2 Explain the principle of training intensity, how it is expressed during fitness training (e.g. % 1RM, RPE, velocity, level, HR, METs), and its influence on physiological adaptations to exercise.</p> <p>2.3.3 Explain the principle of training density, how it relates to total work performed and time, and its influence on physiological adaptations to exercise.</p> <p>2.3.4 Explain how exercise order (e.g. large before small muscle groups; compound before isolation exercises) affects performance, fatigue levels and training results.</p>
<p>2.4 Understand muscular strength and muscular endurance training</p>	<p>2.4.1 Describe the muscular strength and endurance (MSE) continuum.</p> <p>2.4.2 Identify the benefits of MSE training in relation to health-related fitness.</p> <p>2.4.3 Describe factors affecting an individual's ability to achieve MSE gains.</p>

	2.4.4 Identify the physiological effects of MSE training.
2.5 Understand core stability training	<p>2.5.1 Define core stability and the major muscles involved.</p> <p>2.5.2 Describe the benefits of core stability training.</p> <p>2.5.3 Describe safe and effective exercises to improve core stability.</p> <p>2.5.4 Describe ways to regress or progress core stability exercises (e.g., changing base of support, duration, or equipment).</p>
2.6 Understand pelvic floor muscle training	<p>2.6.1 Describes the structure and functions of the pelvic floor muscles.</p> <p>2.6.2 Explain the importance of regular pelvic floor muscle exercises in the prevention of disorders of this muscle group, especially in heavy weightlifters and participants in high-impact activities.</p> <p>2.6.3 Instructs simple pelvic floor muscle exercises.</p>
2.7 Understand cardiovascular training	<p>2.7.1 Describe the aerobic-anaerobic continuum.</p> <p>2.7.2 Identify the characteristics of aerobic and anaerobic activities, i.e. running, walking, sprinting, jumping.</p> <p>2.7.3 Identify the physiological and health-related benefits of aerobic and anaerobic training.</p> <p>2.7.4 Explain the difference between continuous and interval aerobic training, including the benefits of each training type.</p> <p>2.7.5 Explain how the training principles apply to cardiovascular fitness.</p>
2.8 Understand flexibility training	<p>2.8.1 Describe activities that improve range of movement.</p> <p>2.8.2 Identify factors affecting an individual's potential range of movement.</p>

	<p>2.8.3 Identify the physiological and health-related changes that occur as a result of stretching.</p> <p>2.8.4 Describe the different types of stretching (dynamic and static).</p> <p>2.8.5 Describe the different methods of stretching (active and passive).</p> <p>2.8.6 Describe the terms stretch reflex, desensitisation and muscle creep (lengthening of muscle tissue).</p> <p>2.8.7 Explain how the training principles apply to flexibility.</p>
<p>2.9 Understand neuromuscular training</p>	<p>2.9.1 Explain the importance of neuromuscular skills to maintain functional capabilities during the lifespan.</p> <p>2.9.2 List examples of exercises which develop various neuromuscular skills, e.g. balance, coordination, reaction times.</p>
<p>2.10 Know how to monitor exercise intensity</p>	<p>2.10.1 Describe different ways to monitor exercise intensity, including taking own pulse, Rate of Perceived Exertion (RPE).</p> <p>2.10.2 Identify the advantages and disadvantages of different ways to monitor exercise intensity.</p> <p>2.10.3 Describe heart rate training zones.</p> <p>2.10.4 Describe how to calculate personal maximum heart rate estimation and training heart rate zones.</p> <p>2.10.5 Explain how the heart rate training zones relate to RPE and heart rate monitoring.</p>
<p>2.11 Understand the reasons for and structure of a warm-up and cool down</p>	<p>2.11.1 Explain the typical structure of a warm-up and cool-down.</p> <p>2.11.2 Explain the reasons for a warm-up and a cool-down.</p> <p>2.11.3 Describe the physiological changes that happen in the body during a warm-up and cool down.</p> <p>2.11.4 List activities that can be used in a warm-up or cool-down.</p> <p>2.11.5 Explain the role of cardiovascular exercises as part of a warm-up for resistance training.</p>

	2.11.6 Explain the importance of specific warm-up and cool-down in relation to the type of chosen activity.
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Unit 3: Fundamentals of Promoting a Healthy Lifestyle

Learning outcomes – the learner will:	Assessment criteria – the learner can:
<p>3.1 Promote physical activity and healthy lifestyles through effective communication</p>	<p>3.1.1 Identify the cardiovascular, muscular, and flexibility-related benefits of physical activity and how they reduce the risk of disease.</p> <p>3.1.2 Promote the types, durations, and intensities of activity recommended by WHO (2020) guidelines for health and fitness.</p> <p>3.1.3 Identify common barriers and motivators to physical activity.</p> <p>3.1.4 Identify national health agencies that promote physical activity, and explain how to communicate their resources to clients.</p> <p>3.1.5 Promote the basic principles of a healthy lifestyle to customers (including active living, balanced nutrition, sleep, stress management, smoking cessation, and alcohol moderation).</p> <p>3.1.6 Use open-ended questions and reflective listening to explore clients' lifestyle habits and readiness for change.</p>
<p>3.2 Support behaviour change and motivation in clients</p>	<p>3.2.1 Identify the individual reasons or motives behind a client's fitness goals through rapport-building and active listening.</p> <p>3.2.2 Support clients in developing and maintaining regular exercise and healthy lifestyle behaviours through effective goal setting, progress tracking, accountability and problem-solving.</p> <p>3.2.3 Identify a client's readiness to change and adapt communication</p>

	<p>and motivational approaches accordingly.</p> <p>3.2.4 Define extrinsic and intrinsic motivation and explain how both influence a customer’s progress and exercise adherence.</p> <p>3.2.5 Praise and encourage positive behaviour to build motivation and confidence.</p> <p>3.2.6 Use voice tone, body language, and facial expression to reinforce positive communication and engagement.</p>
<p>3.3 Understand how to use healthy eating and hydration knowledge to support lifestyle change</p>	<p>3.3.1 Describe current healthy eating models (e.g. national plate or circle models) and how to communicate inclusive and sustainable dietary guidelines clearly to clients.</p> <p>3.3.2 Explain the limits of professional competence and when to refer to a registered dietician/nutritionist.</p> <p>3.3.3 Identify the main food categories and appropriate food choices to support health and physical activity.</p> <p>3.3.4 Describe energy balance and its role in sustainable weight management.</p> <p>3.3.5 Define overweight, obesity, body fat, lean body mass, and fat distribution.</p> <p>3.3.6 Compare the effects of diet, exercise, and a combined approach on body composition.</p> <p>3.3.7 Explain the significance of waist circumference and waist-to-hip ratio in identifying health risk.</p> <p>3.3.8 Explain safe, sustainable weight loss based on healthy eating and physical activity habits, and how such an approach supports clients using GLP-1 medications.</p> <p>3.3.9 Explain the importance of adequate hydration before, during and after exercise.</p>
<p>3.4 Know the signs of stress and respond in a supportive manner within professional practice.</p>	<p>3.4.1 Define eustress and distress and explain their different effects on health and behaviour.</p> <p>3.4.2 Explain how chronic distress affects well-being and how to support</p>

	<p>clients to relieve stress through healthy lifestyle habits.</p> <p>3.4.3 Recognise symptoms of stress and explain when to refer customers to medical professionals.</p> <p>3.4.4 Describe relaxation techniques (e.g. deep breathing, progressive muscle relaxation, meditation, yoga) and when to introduce them to clients.</p> <p>3.4.5 Show genuine, non-judgemental interest in the stressed customer and demonstrate empathetic listening.</p>
<p>3.5 Build rapport with customers</p>	<p>3.5.1 Greet and interact with customers in a professional, friendly, and approachable manner, respecting diverse identities.</p> <p>3.5.2 Connect with customers by learning and using their names and showing genuine interest in their goals.</p> <p>3.5.3 Listen empathetically, showing understanding and respect for the customer's perspective.</p> <p>3.5.4 Demonstrate openness and positivity in verbal and non-verbal communication.</p> <p>3.5.5 Use reflective responses and appropriate questioning to encourage deeper conversation.</p> <p>3.5.6 Identify customers' needs and respond appropriately to maintain a strong customer-trainer relationship that respects equity and access.</p>
<p>3.6 Provide quality customer service in a fitness setting</p>	<p>3.6.1 Define the exercise customer and their expectations in a fitness environment.</p> <p>3.6.2 Explain the importance of being service-oriented as a fitness professional serving a diverse and inclusive clientele.</p> <p>3.6.3 Describe the principles of good customer service, including reliability, responsiveness, and professionalism.</p>

	<p>3.6.4 Explain how to prevent and resolve conflicts calmly and effectively.</p> <p>3.6.5 Demonstrate online communication skills for supporting customers virtually, including appropriate tone, clarity, and response time.</p> <p>3.6.6 Demonstrate practical customer care skills in both the physical and digital environment, including positive body language, active engagement, and negotiation when required.</p>
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Unit 4: Health and Safety of the Fitness Environment and Customers

Learning outcomes – the learner will:	Assessment criteria – the learner can:
<p>4.1 Understand the safety principles and risk reduction within an active fitness environment</p>	<p>4.1.1 Identify methods of maintaining safety within an active fitness environment:</p> <ul style="list-style-type: none"> • Daily basic equipment safety checks. • Regular fitness floor observational safety sweeps during operational hours. • Manage hazards promptly and proactively. • Establish a customer culture of equipment sanitation. • Engage customers to always store or rack equipment after use. <p>4.1.2 Describe how to promote a healthy environment in line with the principles of sustainability</p> <p>4.1.3 Describe normal operating procedures within the fitness environment for managing customer illness or injury.</p> <p>4.1.4 Clarify the requirement for EREPs certified fitness instructors to be First Aid qualified and to maintain</p>

	<p>that qualification.</p>
<p>4.2 Understand how to deal with health and safety issues, accidents and emergencies</p>	<p>4.2.1 Describe the national and local requirements and procedures in the working environment, to include risk assessment and identification procedures.</p> <p>4.2.2 Ensure that risk assessments address the accessibility and inclusivity of all equipment and spaces.</p> <p>4.2.3 Describe ways and methods for dealing with emergencies in line with established procedures.</p> <p>4.2.4 Explain the importance of inclusive emergency planning, including accessible evacuation procedures.</p> <p>4.2.5 Describe the customer health screening (PAR-Q) and medical clearance process.</p>
<p>4.3 Know how to provide safe and effective exercise</p>	<p>4.3.1 Explain how the following relates to safe exercise:</p> <ul style="list-style-type: none"> • Individual fitness levels • Primary spinal posture (i.e. kyphosis, lordosis, scoliosis) • Skeletal alignment • Range of Motion • Body type • Movement control • Intensity • Environmental temperature • Exercise technique • Timing and coordination • Exercise history • Previous injury <p>4.3.2 Identify parameters/guidelines that can be applied to ensure safe and effective movements when considering each of the variables in 4.2.1.</p> <p>4.3.3 Identify ways to reduce the risks associated with unsafe exercise.</p>
<p>4.4 Understand the legal and ethical requirements of working as a</p>	<p>4.4.1 Describe the legal responsibilities and accountabilities when dealing with the public, including the need</p>

<p>Fitness Instructor/Group Fitness Instructor</p>	<p>for honesty and accuracy in substantiating claims of authenticity when promoting services in the public domain</p> <p>4.4.2 Explain the importance of ensuring that an adequate and appropriate liability and indemnity insurance is in place, at all times, to protect clients and any legal liability arising</p> <p>4.4.3 Describe the absolute Duty of Care FIs/GFIs must be aware of in their working environment</p> <p>4.4.4 Describe the current EuropeActive and EREPS Code of Ethical practice, including exercise professionals will:</p> <ul style="list-style-type: none"> • be respectful of their customers and of their rights as individuals • nurture healthy relationships with their customers and other health professionals • demonstrate and promote a clean and responsible lifestyle and conduct • seek to adopt the highest level of professional standards in their work and the development of their career
<p>4.5 Work safely as a Fitness Instructor/Group Fitness Instructor</p>	<p>4.5.1 Review completed PAR-Q form, identify potential risk, and know how to request medical clearance prior to customer participation.</p> <p>4.5.2 Describe reasonably foreseeable accidents and emergencies in the exercise setting/programme and assess the risks of these hazards to selves, colleagues and clients.</p> <p>4.5.3 Demonstrate a responsible attitude to the care and safety of client participants within the training environment and in planned activities, ensuring that both are appropriate to the needs of customers with diverse goals and experiences.</p>

Unit 5: Individual Fitness Instruction

Learning outcomes – the learner will:	Assessment criteria – the learner can:
<p>5.1 Understand how to gather appropriate information, screen and obtain informed consent from a customer</p>	<p>5.1.1 Explain the importance of gathering information prior to the start of the session in relation to the customer and their needs, including:</p> <ul style="list-style-type: none"> • health screening • the advantages and disadvantages of verbal and written screening • the benefits of using a PAR-Q and obtaining Informed Consent as a health and safety requirement • customer expectations and motivation • exercise participation history and current abilities <p>5.1.2 Describe a fitness professionals' duty of care with regards to competence, confidentiality and safety.</p>
<p>5.2 Understand customer onboarding and retention strategies and behaviours</p>	<p>5.2.1 Explain the role of the Instructor within the fitness environment related to customer adherence and retention.</p> <p>5.2.2 Describe how to establish customer onboarding strategies that minimise risk of relapse.</p> <p>5.2.3 Identify strategies that provide formal touch points for the fitness trainer to contribute to a positive customer service experience.</p> <p>5.2.4 Identify a range of methods that facilitate spontaneous, informal, and positive customer interactions within the fitness environment.</p> <p>5.2.5 Identify a range of methods to re-engage with customers who have relapsed or are at high risk of possible relapse.</p>

<p>5.3 Be able to design customer fitness training</p>	<p>5.3.1 Design fitness training for a customer, including a warm-up, main session, and cool-down activities.</p> <p>5.3.2 Provide an appropriate, customer-matched training plan.</p> <p>5.3.3 Provide appropriate customer-matched cardiovascular, resistance, and flexibility exercises.</p>
<p>5.4 Be able to develop safe, progressive exercise for the customer</p>	<p>5.4.1 Discuss with customers the physiological changes that result from regular exercise participation.</p> <p>5.4.2 Implement exercise programmes using FITT and other progression variables to meet client needs safely.</p> <p>5.4.3 Integrate key training principles (e.g. specificity, progressive overload, reversibility) into exercise planning.</p> <p>5.4.4 Adapt exercises appropriately by regressing or progressing them to match customer ability.</p> <p>5.4.5 Adapt exercises in alternative environments (e.g. outdoor, home) using minimal equipment.</p>
<p>5.5 Be able to prepare for the delivery of a fitness session</p>	<p>5.5.1 Interpret and use health screening information to identify clients exercise status and readiness for activity.</p> <p>5.5.2 Modify or adapt planned activities based on client needs, preferences, or risk factors.</p> <p>5.5.3 Carry out and record health and safety checks to ensure the exercise environment is safe.</p> <p>5.4.4 Access and use relevant customer information to respond appropriately in the event of a medical emergency.</p>
<p>5.6 Demonstrate the use of established practical guidelines for conducting fitness training</p>	<p>5.6.1 Use a standard process to demonstrate and instruct fitness exercises, including:</p> <ul style="list-style-type: none"> • name the exercise • name the relevant body part • name the target muscles (primary mover) • provide key teaching points

	<ul style="list-style-type: none"> • perform a silent demonstration of the exercise • confirm customer understanding <p>5.6.2 Demonstrate how to control static and dynamic movement related to exercise, including spatial awareness, coordination and tempo.</p> <p>5.6.3 Instruct the customer to adopt the correct exercise position.</p> <p>5.6.4 Support the customer through their exercise performance, reinforcing key teaching points, and providing correction where necessary.</p> <p>5.6.5 Provide the customer opportunities to give feedback and ask questions regarding exercise performance.</p> <p>5.6.6 Have an awareness of how to deliver a fitness session using basic online tools.</p>
<p>5.7 Be able to instruct cardiovascular exercise using machines and different methods of cardiovascular training.</p>	<p>5.7.1 Demonstrate and instruct how to personalise cardiovascular machine setup appropriate to the customer (e.g. seat height, resistance level, speed, or drag).</p> <p>5.7.2 Demonstrate and instruct correct exercise technique in the use of cardiovascular machines, including:</p> <ul style="list-style-type: none"> • Treadmill (walking and running) • Rower • Stepper • Stationary bicycle (upright, recumbent or spin) • Elliptical or Cross trainer <p>5.7.3 Demonstrate and instruct basic cardiorespiratory training methods (e.g. steady state, distance, or fundamentals of interval training).</p> <p>5.7.4 Relate the value of the selected cardiovascular training exercises and methods to the customer's fitness goals.</p> <p>5.7.5 Explain the dose/response relationship of the cardiovascular training methods.</p>
<p>5.8 Be able to instruct resistance machine exercises</p>	<p>5.8.1 Use appropriate resistance training terms and definitions related to exercise performance.</p> <p>5.8.2 Demonstrate how to perform a specific warm-up for a resistance training exercise.</p>

	<p>5.8.3 Demonstrate and instruct how to personalise machine setup appropriate to the customer (e.g. seat height, lever arm length etc.).</p> <p>5.8.4 Identify the major muscle groups involved in each exercise.</p> <p>5.8.5 Identify compound and isolation exercises to the customer.</p> <p>5.8.6 Relate resistance exercise selection to the customer’s fitness goals.</p> <p>5.8.7 Demonstrate and instruct correct exercise technique for a range of common resistance machines, for example:</p> <ul style="list-style-type: none"> • Leg press • Glute / Hip extension • Hip thrust • Seated abduction • Seated adduction • Leg extension • Leg curl • Seated or standing calf raise • Lying bench press or seated chest press • Pec deck • Shoulder press • Lateral raise • Cable upright row • Seated narrow and wide row • Lateral pulldown • Biceps curl • Triceps extension • Abdominal crunch • Back extension
<p>5.9 Be able to instruct standing free weight exercises</p>	<p>5.9.1 Demonstrate and instruct how to set up free weights appropriate to the customer’s needs.</p> <p>5.9.2 Identify the major muscle groups involved in each exercise to the customer.</p> <p>5.9.3 Identify compound and isolation exercises to the customer.</p> <p>5.9.4 Relate resistance exercise selection to the customer’s fitness goals.</p> <p>5.9.5 Demonstrate and instruct correct exercise technique for standing free weights (barbell or dumbbell), including:</p> <ul style="list-style-type: none"> • Squat • Lunge • Dead lift • Bent over row

	<ul style="list-style-type: none"> • Shoulder press • Upright row • Lateral raise • Front raise • Bicep curl • Triceps extension <p>5.9.6 Demonstrate and instruct correct body alignment and weight distribution required for each exercise.</p> <p>5.9.7 Identify exercise adaptations that may be required to accommodate individual differences.</p>
<p>5.10 Be able to instruct seated or lying free weight exercises, including spotting</p>	<p>5.10.1 Demonstrate and instruct how to set up free weights appropriate to the customer's needs.</p> <p>5.10.2 Identify the major muscle groups involved in each exercise to the customer.</p> <p>5.10.3 Identify compound and isolation exercises to the customer.</p> <p>5.10.4 Relate resistance exercise selection to the customer's fitness goals.</p> <p>5.10.5 Demonstrate and instruct correct exercise technique for standing or lying free weights, including:</p> <ul style="list-style-type: none"> • Barbell bench press (flat/incline) • Dumbbell bench press • Dumbbell chest flies • Seated dumbbell shoulder press • Lying triceps extension • Dumbbell single arm row • Dumbbell bent arm pullover • Dumbbell prone flies or prone row • Seated dumbbell hammer curls <p>5.10.6 Demonstrate and instruct how to perform safe and effective spotting techniques on relevant exercises.</p> <p>5.10.7 Identify exercise adaptations that may be required to accommodate individual differences.</p>
<p>5.11 Be able to apply the principles of training volume, density, and intensity</p>	<p>5.11.1 Design a fitness programme that considers training volume in alignment with a specific goal.</p> <p>5.11.2 Apply suitable training intensity to programme design based upon the customer's fitness levels and goals.</p>

	<p>5.11.3 Design a fitness programme that considers training density to align with specific goals and outcomes. Relate resistance exercise selection to the customer’s fitness goals.</p> <p>5.11.4 Demonstrate how to integrate volume, intensity, and density into a coherent training programme that meets the customer’s needs and goals.</p>
<p>5.12 Be able to conclude a session, provide and obtain customer feedback, and evaluate the session</p>	<p>5.12.1 Provide feedback to participants regarding their performance.</p> <p>5.12.2 Reinforce the importance of consistent attendance and participation in fitness training.</p> <p>5.12.3 Gather information from customers that may improve future session delivery.</p> <p>5.12.4 Ensure feedback methods are inclusive (e.g., verbal, written, visual) and respect varied communication needs.</p> <p>5.12.5 Evaluate your own delivery of training.</p> <p>5.12.6 Ensure customers leave the fitness environment safely.</p> <p>5.12.7 Put equipment away and assess for future use.</p> <p>5.12.8 Leave the fitness environment in an appropriate and safe condition for ongoing use.</p>

Unit 6: Group Fitness Instruction

<p>Learning outcomes – the learner will:</p>	<p>Assessment criteria – the learner can:</p>
<p>6.1 Be able to plan inclusive and effective group fitness sessions</p>	<p>6.1.1 Identify key health and readiness information required prior to the session (e.g., PAR-Q, injuries, experience level).</p> <p>6.1.2 Communicate pre-session guidance to participants (e.g., clothing, footwear, equipment).</p>

	<p>6.1.3 Apply professional standards for participant confidentiality, safeguarding, and inclusion.</p> <p>6.1.4 Conduct pre-session checks to ensure the physical (indoor/outdoor) or digital environment is safe and fit for use.</p> <p>6.1.5 Identify risks and considerations specific to outdoor environments, such as surface condition, weather, visibility, and public access.</p>
<p>6.2 Be able to plan inclusive and effective group fitness sessions</p>	<p>6.2.1 Prepare a structured group fitness session appropriate to the target group, ensuring inclusion of a warm-up, main component, and cool-down (this may include adapting or selecting from pre-choreographed content where appropriate).</p> <p>6.2.2 Plan or select a variety of exercise options to support different levels of ability, experience, and fitness.</p> <p>6.2.3 Identify appropriate alternatives, regressions, and progressions for common exercises or movement patterns, including within pre-choreographed formats.</p> <p>6.2.4 Ensure compliance with legal, professional, and organisational responsibilities (e.g., health & safety, insurance, safeguarding).</p> <p>6.2.5 Describe how sessions can be adapted for different delivery settings, including outdoor and digital formats.</p> <p>6.2.6 Prepare for environmental factors relevant to outdoor sessions, including weather changes, equipment portability, public use areas, and noise.</p>
<p>6.3 Be able to deliver safe, engaging, and inclusive group fitness sessions</p>	<p>6.3.1 Demonstrate clear and motivating communication, including verbal and visual cues.</p> <p>6.3.2 Monitor participants' performance, providing support and timely interventions where needed.</p>

	<p>6.3.3 Adapt delivery to suit varying participant needs, energy levels, and performance feedback.</p> <p>6.3.4 Use music and/or tempo appropriately to enhance engagement, where applicable.</p> <p>6.3.5 Apply appropriate transitions and safe movement across different movement patterns and planes.</p> <p>6.3.6 Deliver sessions effectively in indoor, outdoor, and digital environments, using relevant equipment and technology.</p> <p>6.3.7 Manage group safety and dynamics in open outdoor spaces, ensuring visibility, audibility, inclusive language and appropriate use of space.</p>
<p>6.4 Be able to deliver a variety of group fitness formats and training styles</p>	<p>6.4.1 Deliver structured sessions that may include choreographed, pre-designed, or other established training formats.</p> <p>6.4.2 Apply core training principles across different class types (e.g., time-based intervals, rhythm-based movement, circuit training). Adapt delivery to suit varying participant needs, energy levels, and performance feedback.</p> <p>6.4.3 Use appropriate music, equipment, and timing strategies to suit the training format and audience.</p> <p>6.4.4 Instruct movements safely and effectively, including resistance, cardio, and flexibility-based exercises.</p> <p>6.4.5 Adjust session intensity and complexity to match participant goals and readiness.</p>
<p>6.5 Be able to support and motivate participants throughout the session</p>	<p>6.5.1 Use positive communication strategies to build rapport and motivation.</p> <p>6.5.2 Provide individualised encouragement and corrective feedback in a group setting.</p>

	<p>6.5.3 Create an inclusive, welcoming atmosphere where all participants feel supported and safe.</p> <p>6.5.4 Manage group dynamics to maintain engagement and flow.</p> <p>6.5.5 Use appropriate strategies to ensure participants feel safe, supported, and engaged in outdoor public settings.</p>
<p>6.6. Be able to conclude and evaluate group fitness sessions</p>	<p>6.6.1 Lead a structured and effective cool-down to close the session safely.</p> <p>6.6.2 Seek feedback from participants using appropriate methods (e.g., questioning, observation, surveys).</p> <p>6.6.3 Reflect on your own performance and identify strengths and areas for improvement.</p> <p>6.6.4 Ensure the environment is left clean, safe, and ready for future use.</p> <p>6.6.5 Follow appropriate procedures for outdoor environments, including clearing litter, checking public safety, and packing equipment safely.</p>

IV. Recommended methods of learning outcomes assessment

To successfully complete the qualification, the learner must achieve all learning outcomes defined in this document. As a general rule, any learning outcome referring to 'understanding' relates to underpinning knowledge which can be assessed theoretically (e.g. theory exam, worksheet, theoretical case study). Any learning outcome referring to 'be able to' is skill-related and should be demonstrated in a practical setting (e.g. observed practical programme delivery session in a gym or consultation with a client).

Learning outcomes units	Recommended method of learning outcomes assessment
1. Fundamentals of Anatomy and Physiology	Theoretical and Practical evaluations
2. Fundamentals of Fitness and Exercise	Theoretical and Practical evaluations
3. Lifestyle Management and Communication in Fitness Training	Theoretical and Practical evaluations
4. Health and Safety of the Fitness Environment and Customers	Theoretical and Practical evaluations
5. Fitness Instructor only: Individual Fitness Instruction	Theoretical and Practical evaluations
6. Group Fitness Instructor only: Group Fitness Instruction	Theoretical and Practical evaluations

Verification of learning outcomes will be carried out in direct contact with the assessor or online.

CONTACT

Rue du Commerce 20,
1000 Brussels, Belgium



accreditation@europeactive.eu



www.europeactive.eu



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