



Department
for Education

T Level in Sport: Proposed Outline Content

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T Level structure

A T Level is made up of a 'core' component, an 'occupational specialism', and an industry placement. The core is studied by all students and provides a broad foundation for the chosen sector. It includes key knowledge, concepts, and practical skills needed across the industry, along with the ability to apply these in real-world contexts.

Alongside this, students choose an occupational specialism, which focuses on a specific career pathway within the industry. This involves more practical, job-related training and helps students develop the technical skills required for a particular role.

T Levels prepare students for entry into skilled employment, an apprenticeship or related technical study through further or higher education.

Core

The core knowledge and understanding focuses on students' knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level as a whole. The employer-set project provides the opportunity to develop and apply a minimum range of core skills important for employability.

Occupational specialism

Specialist content is structured into different occupational specialisms, which correspond to the occupational standards developed by Skills England. Occupational specialisms sets out the knowledge and skills necessary to demonstrate a level of competence needed to enter employment in the occupational specialism and are organised around 'performance outcomes' that indicate what the student will be able to do, as a result of learning and applying the specified knowledge and skills.

Core outline content for T Level in sport

Core Knowledge for Sport

Element	Knowledge
1. Anatomy and physiology	<p>1.1 Structure and function of body systems</p> <ul style="list-style-type: none"> • Role of the cardiovascular system in transporting blood, oxygen and nutrients • Role of the respiratory system in gas exchange • Function of bones, joints and muscles in producing movement • Role of the nervous system in control and coordination • Interaction of body systems during physical activity <p>1.2 Body responses to exercise</p> <ul style="list-style-type: none"> • Changes in heart rate and breathing • Increased oxygen delivery to working muscles • Redistribution of blood flow according to demand • Muscle activation in response to exercise intensity • Heat production and temperature thermoregulation • Causes and sensations of fatigue <p>1.3 Adaptations to regular exercise</p> <ul style="list-style-type: none"> • Cardiovascular efficiency following repeated activity • Muscular adaptations associated with strength or endurance • Changes in the body's ability to use energy • Relationship between adaptation, health and wellbeing <p>1.4. Movement patterns and joint actions</p> <ul style="list-style-type: none"> • Fundamental movement patterns: push, pull, squat, hinge, rotate, locomotion • Joint actions: flexion, extension, abduction, adduction, rotation • Planes and axes of movement • Agonist/antagonist roles within joint action • Factors affecting range of motion <p>1.5. Neuromuscular control and coordination</p> <ul style="list-style-type: none"> • Motor units and patterns of recruitment • Proprioception and mechanisms supporting balance • Neural processes underpinning coordination

Element	Knowledge
	<ul style="list-style-type: none"> • Neuromuscular responses associated with different types of exercise or activity • Role of the nervous system in the development of movement skills • Neuromuscular fatigue as a physiological phenomenon <p>1.6. Energy systems and exercise demand</p> <ul style="list-style-type: none"> • Characteristics of the ATP-PC system • Anaerobic glycolytic system: lactate production and tolerance • Characteristics of the aerobic system including oxygen use • Interactions of energy systems during different types of activity • Fuel utilisation and the physiological basis of fatigue • EPOC (Excess Post-exercise Oxygen Consumption) • Oxygen deficit as a physiological concept <p>1.7 Endocrine responses to exercise</p> <ul style="list-style-type: none"> • Role of key hormones in regulating energy, metabolism and recovery • Hormonal responses associated with exercise: adrenaline, noradrenaline, cortisol • Hormonal influences on longer term physiological adaptation: growth hormone, testosterone • Insulin sensitivity as a physiological response to physical activity • Hormonal factors linked to wellbeing: stress, sleep, fatigue
<p>2. Biomechanics</p>	<p>2.1. Fundamental movement patterns</p> <ul style="list-style-type: none"> • Fundamental patterns such as squat, hinge, lunge, push, pull, rotation and gait • Sequencing and coordination of body segments • Integration of upper and lower body movement • Factors influencing movement quality including mobility, stability and fatigue <p>2.2. Levers and mechanical advantage</p> <ul style="list-style-type: none"> • First, second and third class levers in the body • Relationship between effort, load and fulcrum • How force and joint position influence movement • Transfer of force through body segments

Element	Knowledge
	<p>2.3. Posture and alignment</p> <ul style="list-style-type: none"> • Concepts of spinal and pelvic position • Relationship between alignment and force distribution • Influence of habitual patterns and fatigue <p>2.4. Balance and stability</p> <ul style="list-style-type: none"> • Base of support • Relationship between centre of mass and stability • Static and dynamic control • Environmental influences on balance <p>2.5. Principles of movement analysis</p> <ul style="list-style-type: none"> • Variation in how movement is performed • Influence of preparation and follow-through • Use of visual information to recognise differences in technique
<p>3. Nutrition</p>	<p>3.1. Macronutrients</p> <ul style="list-style-type: none"> • Roles of carbohydrate, protein and fat in supporting bodily function • Energy provision for physical activity • Food sources of major nutrients • Contribution of fibre to digestive health <p>3.2. Micronutrients</p> <ul style="list-style-type: none"> • Role of vitamins and minerals in energy production, bone health and immunity • Consequences of inadequate intake • Common food sources <p>3.3. Hydration and electrolyte balance</p> <ul style="list-style-type: none"> • Functions of water in the body • Fluid regulation • Signs and effects of dehydration • Role of electrolytes

Element	Knowledge
	<p>3.4. Energy balance</p> <ul style="list-style-type: none"> • Relationship between intake and expenditure • Factors influencing metabolic demand • Concepts of surplus and deficit • Lifestyle influences on balance <p>3.5. Nutrition and physical activity</p> <ul style="list-style-type: none"> • Relationship between food intake, participation and recovery • Changing needs across the lifespan • Role of nutrition in repair and adaptation <p>3.6 External influences on nutrition</p> <ul style="list-style-type: none"> • Social and cultural influences on food choice • Economic and environmental factors • Impact of marketing and media • Influence of dieting behaviours or medical conditions • Recognition that engagement with physical activity is often shaped more by these factors than by biological knowledge alone •
<p>4. Psychology, motivation and behaviour change</p>	<p>4.1 Motivation principles</p> <ul style="list-style-type: none"> • Intrinsic and extrinsic drivers • Role of enjoyment and progress • Influence of social connection and recognition • Concept of amotivation <p>4.2 Goal setting</p> <ul style="list-style-type: none"> • Purpose of goals in directing behaviour • Difference between long-term outcomes and regular actions • Breaking goals into manageable stages • Relationship between achievement and confidence <p>4.3 Behaviour change models</p> <ul style="list-style-type: none"> • Stages of readiness • Development of habits through cues and routines • None-linear progress and relapse

Element	Knowledge
	<p>4.4 Confidence and self-belief</p> <ul style="list-style-type: none"> • Influence on willingness to participate • Impact of previous experience • Role of positive feedback • Recognising strengths and progress <p>4.5 Communication principles</p> <ul style="list-style-type: none"> • Active listening to understand needs and concerns • Empathy and non-judgement • Questioning to identify needs • Adapting style for different individuals including abilities and cultural backgrounds • Clear and accessible language <p>4.6 Maintaining engagement in physical activity</p> <ul style="list-style-type: none"> • Value of reinforcement and accountability • Recognition and reward • Influence of group belonging
<p>5. Health, wellbeing and lifestyle factors</p>	<p>5.1 UK physical activity guidelines</p> <ul style="list-style-type: none"> • Key recommendations from the UK Chief Medical Officers' physical activity guidelines for different age groups and abilities • UK CMO guidelines on the health benefits associated with regular physical activity; cardiovascular, metabolic and mental-health outcomes • The concept of gradual progression for individuals who are currently below recommended activity levels <p>5.2 Pre-exercise screening and risk awareness</p> <ul style="list-style-type: none"> • The purpose of pre-exercise screening tools such as the PAR-Q • Situations requiring caution or referral • Modifying participation in response to information • Importance of accurate recording and understanding its role in responsible decision-making <p>5.3 Lifestyle factors</p> <ul style="list-style-type: none"> • Impact of sleep on readiness • Effects of stress on motivation, engagement and physical health

Element	Knowledge
	<ul style="list-style-type: none"> • Consequences of prolonged inactivity on physical health • The relationship between diet, energy availability and readiness for physical activity <p>5.4 Physical activity and mental wellbeing</p> <ul style="list-style-type: none"> • How physical activity can influence personal mood • Contribution to managing everyday stress • Building resilience through achievable challenge • Recognising indicators of mental health concerns specialist support may be needed • Features of physical activity environments that can support feelings of safety, positivity and confidence <p>5.5 Long-term conditions and exercise</p> <ul style="list-style-type: none"> • How common long-term conditions such as obesity, diabetes and hypertension can influence exercise tolerance and safety • Signs and symptoms associated with long-term conditions that may indicate the need to modify or pause activity • The concept of adjusting activity demands in response to long term conditions <p>5.6 Inclusive community health practice</p> <ul style="list-style-type: none"> • Barriers to participation • Respectful communication • Creating welcoming environments • Value of adaptation to enable involvement
<p>6. Programme design and exercise instruction</p>	<p>6.1 Principles of programme design</p> <ul style="list-style-type: none"> • how programmes are structured to support progression over time • the concept of overload and adaptation • the importance of recovery and variation • how individual needs, experience and readiness influence planning • how programme goals link to components of fitness and intended outcomes <p>6.2 Adapting activity for individuals</p> <ul style="list-style-type: none"> • modifying intensity, complexity or duration

Element	Knowledge
	<ul style="list-style-type: none"> • responding to differing levels of confidence or competence • adapting activity in response to health considerations within scope of practice • ensuring inclusive opportunities for people with diverse needs and backgrounds <p>6.3 Planning safe and purposeful sessions</p> <ul style="list-style-type: none"> • the role of preparation activities before exercise • structuring the main phase to meet intended aims • supporting recovery and transition following activity • sequencing activities to manage fatigue and maintain engagement • responding to practical factors such as space, equipment and attendance <p>6.4 Understanding and monitoring intensity</p> <ul style="list-style-type: none"> • observable and perceived indicators of effort • simple methods participants can use to judge intensity • factors that may influence individual responses to activity • recognising when effort may be inappropriate or unsafe <p>6.5 Delivering clear instruction and feedback</p> <ul style="list-style-type: none"> • the value of accurate demonstration • how verbal and visual guidance supports understanding • the role of feedback in reinforcing progress • adapting communication to suit individuals and groups <p>6.6 Using digital tools to support delivery</p> <ul style="list-style-type: none"> • common forms of digital support such as wearables or apps • how digital information can encourage engagement or reflection • the importance of using technology alongside professional judgement
<p>7. Professional practice, ethics, safeguarding</p>	<p>7.1 Duty of care and professional boundaries</p> <ul style="list-style-type: none"> • The legislative basis of duty of care and how it underpins safe and responsible practice in exercise environments • Ethical principles that guide professional conduct in exercise settings; honesty, adherence to professional standards, respect

Element	Knowledge
<p>and sustainability</p>	<p>and dignity, confidentiality and privacy, data protection and inclusivity</p> <ul style="list-style-type: none"> • The importance of working within the boundaries of the role, competence and qualifications, and recognising when specialist expertise may be required • Factors that contribute to creating safe and supportive exercise environments <p>7.2 Safeguarding</p> <ul style="list-style-type: none"> • Types of harm, abuse and neglect that safeguarding aims to prevent, and how indicators of these may present in exercise environments • The purpose and key features of safeguarding policies and procedures • The concept of safeguarding responsibilities in exercise contexts, including promoting wellbeing • Principles for appropriate behaviour, communication and boundaries when interacting with children, young people and vulnerable adults • Factors that contribute to creating environments that support safety, inclusion and participant confidence <p>7.3 Equality, diversity and inclusion</p> <ul style="list-style-type: none"> • Principles of equality, diversity and inclusion and their relevance to fair and respectful participation in exercise environments • The importance of recognising and addressing barriers that may limit participation; cultural, physical, social or financial factors • Ethical expectations for respectful communication and behaviour; awareness of discriminatory language, bias and stereotyping • Concepts that underpin inclusive session design <p>7.4 Health and safety</p> <ul style="list-style-type: none"> • Key concepts in health and safety relevant to exercise environments; hazard awareness, risk factors and the purpose of risk assessment • Common types of hazards associated with equipment, environment and participant behaviour, and how these may influence safety • The role of health and safety policies and procedures, including emergency arrangements and incident-reporting frameworks • Principles that support safe participation

Element	Knowledge
	<ul style="list-style-type: none"> • The importance of recognising situations that may require first aid, emergency support or escalation in line with published procedures <p>7.5 Data protection</p> <ul style="list-style-type: none"> • Key principles of UK GDPR that govern the lawful, fair and transparent handling of personal data in exercise environments • The importance of collecting only data that is necessary and relevant for safe and appropriate participation • Data security, confidentiality and the responsible sharing of information • Participants' rights under data protection legislation, including understanding how their information may be used • The role of local and national policies in guiding data handling and supporting compliance with legal data-protection requirements <p>7.6 Sustainable practice</p> <ul style="list-style-type: none"> • Environmental impacts associated with exercise environments; energy use, resource consumption and waste generation • Approaches to reducing environmental impact • Factors that influence waste reduction and responsible use of materials and resources • The role of active travel options, such as walking and cycling, in supporting sustainable participation • Considerations when selecting equipment, products or suppliers with sustainability in mind • Ways in which exercise settings can support environmentally responsible attitudes and behaviours within the wider community <p>7.7 Professional conduct</p> <ul style="list-style-type: none"> • Key professional attributes relevant to exercise settings, such as reliability, punctuality, time management, organisation, and preparation • Expectations for professional behaviour; personal presentation, responsible use of technology and maintaining suitable body language and communication • The importance of respectful and constructive interactions with participants, colleagues and partners • Industry expectations relating to codes of conduct, ethical behaviour and adherence to professional standards

Element	Knowledge
	<ul style="list-style-type: none"> Factors that contribute to maintaining a positive professional reputation; consistent behaviour, sound judgement and ethical decision-making
8. Business and marketing in exercise and fitness	<p>8.1 Business, roles and pathways</p> <ul style="list-style-type: none"> Types of businesses operating within the exercise and fitness sector The diverse range of roles within the sector Sector-related qualification requirements; licence-to-practise expectations and recognition frameworks used within the industry Opportunities for specialisation across different areas of physical activity Career progression within the sector, including employment, further study and opportunities for self-employment <p>8.2 Customer service</p> <ul style="list-style-type: none"> Core principles of customer service; placing the individual's needs, preferences and experience at the centre of interactions Expectations for constructive and respectful engagement when addressing questions, concerns or feedback Elements that support positive participant experiences and ongoing rapport, such as consistency in communication, dependability in service delivery and building trust through reliable interactions <p>8.3 Basic business planning</p> <ul style="list-style-type: none"> Common pricing models used in the exercise and fitness sector, such as session packs, memberships and pay-as-you-go options Basic principles of financial record-keeping, including awareness of income, expenses and cash flow Key considerations in budgeting for costs such as equipment, space hire and marketing The role of financial planning in supporting sustainability for self-employed and employed practitioners <p>8.4 Marketing and promotion</p> <ul style="list-style-type: none"> Common digital platforms used to raise awareness of exercise and fitness services

Element	Knowledge
	<ul style="list-style-type: none"> • Key elements of a simple and consistent personal or business brand • Basic features of digital marketing; posts, stories, short-form video and client testimonials • Techniques to promote exercise and fitness services within local communities, such as events, partnerships and word-of-mouth networks <p>8.5 Business retention</p> <ul style="list-style-type: none"> • Factors that influence ongoing engagement and retention, such as consistent session quality, well-structured programme and a positive participant experience • Attendance monitoring and pattern recognition • Approaches that can encourage continued participation, such as recognition, incentives or loyalty schemes
<p>9. Scientific enquiry and evidence-based practice</p>	<p>9.1 Scientific enquiry</p> <ul style="list-style-type: none"> • The purpose of forming simple, testable ideas to guide enquiry • Approaches to gathering information • Key considerations when examining collected information to identify patterns or differences • The importance of using enquiry findings to inform understanding or challenge assumptions <p>9.2 Data collection</p> <ul style="list-style-type: none"> • Types of measures that can be used to explore simple enquiry questions, such as physiological, behavioural or participation indicators • Common tools used to obtain information in exercise and activity settings • Key principles that support consistent and accurate information gathering and recording • Ethical and inclusive considerations that underpin responsible data collection • <p>9.3 Data interpretation</p> <ul style="list-style-type: none"> • Common ways to represent information to show trends or changes over time • The purpose of comparing baseline and follow-up information to understand change

Element	Knowledge
	<ul style="list-style-type: none"> • Factors that influence interpretation in the context of goals, fitness or wellbeing • How interpreted information can contribute to informed decisions about activity planning or participant support <p>9.4 Evidence-based decision-making</p> <ul style="list-style-type: none"> • Types of evidence sources commonly used in exercise and activity settings • Considerations when balancing evidence with contextual factors • The importance of adapting understanding when new evidence, guidance or professional standards emerge <p>9.5 Evaluating programme effectiveness</p> <ul style="list-style-type: none"> • Types of outcome measures that can indicate programme effectiveness • The purpose of comparing current information with baseline expectations or goals to understand progress • Factors that help identify which elements of a programme contribute most to observed changes • Common reasons why programme outcomes may be misinterpreted or overstated • The importance of documenting evaluation findings to support reflection and ongoing improvement <p>9.6 Ethical and inclusive data use</p> <ul style="list-style-type: none"> • The meaning and importance of informed consent when collecting or using personal information • Key principles of confidentiality and responsible data storage or sharing • Factors that ensure data collection methods are accessible, inclusive and appropriate for diverse participants
<p>10. Digital technology</p>	<p>10.1 Digital tools</p> <ul style="list-style-type: none"> • The purpose and typical functions of commonly used devices, such as heart-rate monitors, pedometers, accelerometers, GPS watches and smart scales Types of information that devices can measure; steps, sleep, activity minutes, or load, hydration or nutrition

Element	Knowledge
	<p>10.2 Interactive apps</p> <ul style="list-style-type: none"> • Ways in which smartphones and tablets can provide exercise demonstrations, technique guidance or structured workout content • How smart TVs, streaming platforms and voice-activated assistants can be used to access exercise content in home or community environments • Features within interactive app-based systems that support engagement <p>10.3 Emerging technologies</p> <ul style="list-style-type: none"> • How systems generate personalised recommendations, adaptive plans or automated feedback • The role of virtual coaching environments • How digital innovations may influence participant expectations and service delivery <p>10.4 Responsible and ethical use of digital tools</p> <ul style="list-style-type: none"> • The importance of transparency about what information is collected, why it is collected and how it may be used • The meaning and significance of informed consent when collecting or sharing personal data • Factors that influence ethical and safe use of digital tools among individuals with varying levels of digital literacy

Core Skills for Sport

- Communicating - use a range of communication methods tailored to an audience
 - e.g. communicating with organisers, participants, or health professionals; presenting findings to a coach or community group
 - e.g. using contemporary digital software packages to present exercise programme plans, health monitoring data, or performance reports
- Creative thinking
 - e.g. making connections between physiological, psychological, and biomechanical principles; exploring innovative approaches to exercise or wellbeing programmes
 - e.g. reflecting critically on ideas, interventions, and outcomes in sport and health contexts
- Problem-solving

- e.g. identifying issues in physical activity, performance, or wellbeing; proposing evidence-based solutions
- e.g. setting criteria for evaluating the success of an exercise or health intervention project
- Teamwork
 - e.g. collaborating with peers, professionals in the field of exercise, or health practitioners; working within the scope of own responsibility
 - e.g. supporting a positive participant journey and contributing to inclusive practice in exercise and health settings
- Reflective practice
 - e.g. reviewing performance and own behaviours for impact on individuals and groups
 - e.g. identifying ways to improve practice and ensure quality outcomes in exercise, health, and wellbeing projects

Occupational specialism outline content for T Level in sport

Performance outcome 1: plan safe, personalised exercise programmes using screening and baseline information

Knowledge	Skills
<p>Applied anatomy and physiology for exercise planning</p> <ul style="list-style-type: none"> • Structure and function of the musculoskeletal, cardiovascular and respiratory systems relevant to exercise participation: <ul style="list-style-type: none"> ○ major bones, joints and joint types ○ major muscle groups and their roles in movement ○ heart structure, blood flow and acute/chronic cardiovascular responses to exercise ○ respiratory mechanics and gas exchange • Joint actions, planes of movement, prime movers and stabilisers in common functional movements, such as squatting, hinging, pushing, pulling, rotating and locomotion. • Energy systems and their contribution to different training intensities and modalities: <ul style="list-style-type: none"> ○ ATP-PC, anaerobic glycolytic and aerobic systems ○ typical work: rest ratios ○ how energy system dominance informs exercise selection and programme design <p>Lifestyle, behaviour and readiness to engage in exercise</p> <ul style="list-style-type: none"> • How sleep, stress, occupational demands and recovery influence performance and adaptation. 	<ul style="list-style-type: none"> • Undertake screening to identify goals, readiness to change, and medical considerations, applying knowledge of anatomy, physiology, to support safe programme design. • Conduct and interpret health and fitness assessments such as, blood pressure, resting heart rate, strength, flexibility, aerobic endurance to inform programme design. • Use digital systems to capture, analyse, and apply data in screening, assessment, and programme design. • Design personalised exercise programmes that: <ul style="list-style-type: none"> ○ Align with individual or group goals and physiological needs ○ Apply safe, varied, and progressive training methods across gym and non-gym environments ○ Incorporate principles of periodisation, overload, and adaptation • Integrate injury prevention strategies into programme planning; warm-up, cool-down, and recovery protocols • Provide wellness, lifestyle, and nutritional advice that supports exercise adherence, recovery,

Knowledge	Skills
<ul style="list-style-type: none"> • Cultural, social, and environmental factors influencing participation • Behaviour-change principles and factors affecting motivation, adherence and long-term engagement. <p>Nutrition and hydration for exercise participation</p> <ul style="list-style-type: none"> • Role of macronutrients and micronutrients in supporting training and recovery. • Hydration principles and their impact on performance, safety and recovery. • Evidence-based approaches to weight management within professional scope. <p>Exercise types, methods and techniques</p> <ul style="list-style-type: none"> • Characteristics, benefits and risks of different types of exercise: <ul style="list-style-type: none"> ○ Cardiovascular ○ resistance ○ flexibility ○ mobility ○ functional activities. • Key technique considerations for common exercises in gym-based and non-gym environments, to support safe and appropriate programme planning. • How to select and adapt exercise methods to meet individual needs, preferences and goals, based on screening and assessment information. 	<p>and overall health, within professional boundaries.</p>

Knowledge	Skills
<p>Injury prevention and medical considerations</p> <ul style="list-style-type: none"> • Common exercise-related injuries and contributory risk factors. • Principles of injury prevention, warm-up, cool-down and recovery strategies. • Medical conditions affecting exercise participation: <ul style="list-style-type: none"> ○ conditions suitable for exercise ○ conditions requiring adaptation ○ conditions requiring referral to other professionals <p>Programme design principles</p> <ul style="list-style-type: none"> • Principles of progression, overload, specificity, variation and recovery. • Periodisation models and their application to different client goals. • Individualisation of programmes using health, lifestyle and assessment data. <p>Health and fitness screening, assessment and digital support</p> <ul style="list-style-type: none"> • Purpose of health and fitness screening and readiness for change models. • Health and fitness assessment measures and interpretation.. • Use of digital systems to record, analyse and support screening, assessment and programming. 	

Performance outcome 2: deliver accurate, engaging exercise sessions, adapting communication to participants

Knowledge	Skills
<p>Exercise techniques and equipment</p> <ul style="list-style-type: none"> • Characteristics, benefits and risks of different types of exercise: <ul style="list-style-type: none"> ○ Cardiovascular ○ resistance ○ flexibility ○ mobility ○ functional activities • Function and safe use of standard exercise equipment across gym based and non-gym environments. • Mechanical and physiological demands of common exercises, and how these influence safe and effective performance. <p>Movement techniques and observation</p> <ul style="list-style-type: none"> • Principles of effective movement patterns in commonly used exercises and fitness activities. • Common technical faults and their potential consequences: <ul style="list-style-type: none"> ○ safety risks ○ reduced effectiveness • Reasons for adapting technique, considering experience, confidence, mobility, conditioning and individual limitations. <p>Communication and Instruction</p> <ul style="list-style-type: none"> • Communication techniques relevant to exercise instruction; verbal, visual and kinaesthetic. • How communication style influences understanding, engagement and rapport with different audiences. 	<ul style="list-style-type: none"> • Demonstrate and instruct safe, accurate exercise techniques using standard equipment in gym and non-gym environments. • Observe and analyse participant movement, identify incorrect technique, and provide clear corrective instruction. • Adapt exercise techniques through regressions, progressions, and modifications to meet individual needs, abilities and confidence levels. • Deliver exercise sessions using effective communication, applying a range of instructional methods to support understanding and engagement. • Adapt communication styles to suit individual participants encouraging motivation and confidence. • Apply motivational and behaviour-change strategies to promote adherence and sustained participation. • Use digital systems to support session delivery, monitor individual progress, and collect data. • Use technology such as pedometers, heart rate monitors, apps, wearables, gamified tools

Knowledge	Skills
<ul style="list-style-type: none"> • Principles of cueing, feedback and clear instruction to support safe and effective participation. <p>Motivation and behaviour support</p> <ul style="list-style-type: none"> • Psychological factors influencing motivation, confidence and adherence in exercise settings. • Behaviour change principles relevant to supporting participation during sessions. • Use of motivational strategies to encourage effort, consistency and positive experience. <p>Digital systems and technology</p> <ul style="list-style-type: none"> • Digital tools that support session delivery and monitoring; apps, wearables and activity tracking platforms. • How technology can support feedback, engagement and progress monitoring in exercise sessions. • Limitations and considerations when interpreting technology generated data: <ul style="list-style-type: none"> ○ accuracy ○ user variability 	<p>to provide feedback, and enhance engagement.</p>

Performance outcome 3: monitor participant performance during sessions and use live data to adjust delivery

Knowledge	Skills
<p>Monitoring and assessment methods</p> <ul style="list-style-type: none"> • Types and purposes of observation and structured assessments; performance, movement quality and session response. • Strengths and limitations of different monitoring approaches, and when each is appropriate. • How assessment choice relates to individual goals, needs and context. <p>Programme evaluation and adaptation</p> <ul style="list-style-type: none"> • How monitoring data informs progression, regression and corrective strategies during exercise sessions. • Indicators of effectiveness, plateaus and reduced responsiveness, and how these influence programme decisions. • Using evaluation to maintain safety, relevance and positive experience. <p>Data types and interpretation</p> <ul style="list-style-type: none"> • Types of quantitative and qualitative data used in monitoring participation. • Relevance and validity of indicators such as adherence, performance metrics and feedback. • Integrating multiple data sources to evaluate progress. 	<p>Apply monitoring techniques by observing participant performance, conducting structured assessments such as strength, flexibility, aerobic endurance, functional measures, and analysing results to track progress.</p> <p>Review programme effectiveness by interpreting monitoring outcomes to ensure that sessions remain safe, engaging, and aligned to individual or group goals.</p> <p>Adapt exercise programmes using regressions, progressions, and corrective strategies in response to observed performance, and session feedback.</p> <p>Collect and use relevant data (attendance, adherence, digital exercise metrics, health indicators, participant reflections and feedback) to evaluate progress against agreed goals.</p> <p>Record, store, and interpret data in line with professional practice requirements, ensuring consent, confidentiality, and compliance with data protection legislation.</p>

<p>Data management and digital systems</p> <ul style="list-style-type: none">• Principles of data recording, storage and protection:<ul style="list-style-type: none">○ consent○ confidentiality○ data protection requirements• Role of digital systems in tracking, analysing and reviewing progress:<ul style="list-style-type: none">○ wearables○ app-based tools• Ethical and professional considerations when collecting, interpreting and using participant data.	<p>Use digital systems and technology such as wearables, apps, activity trackers to support monitoring, evaluation, and participant engagement, providing accurate feedback and sustaining motivation.</p>
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Performance outcome 4: review exercise sessions to improve own practice and inform future programme planning

Knowledge	Skills
<p>Principles of reflective practice</p> <ul style="list-style-type: none"> • Purpose and value of reflection in exercise and fitness roles: <ul style="list-style-type: none"> ○ continuous improvement ○ professional development • Models of reflection commonly used in practice such as simple descriptive–evaluative–action cycle) and how they support structured review. • How personal beliefs, experience and assumptions influence delivery and decision making during sessions. <p>Session review and evaluation</p> <ul style="list-style-type: none"> • Key elements of an effective session review: <ul style="list-style-type: none"> ○ safety ○ communication ○ participant engagement ○ exercise selection ○ session flow • How to identify strengths and areas for improvement in planning, delivery and interaction. • Use participant feedback, observation notes and monitoring data to inform evaluation. <p>Improving future practice</p> <ul style="list-style-type: none"> • Strategies for improving personal delivery: <ul style="list-style-type: none"> ○ refining communication ○ adapting instruction ○ enhancing session organisation • How reflective insights inform future programme planning: <ul style="list-style-type: none"> ○ exercise selection ○ progression 	<ul style="list-style-type: none"> • Review exercise sessions using structured reflection, considering safety, communication, participant engagement, exercise selection and session flow. • Identify strengths and areas for improvement in personal delivery, drawing on observation notes, participant feedback and monitoring data. • Propose realistic improvements to future sessions; adjustments to communication, instruction, exercise selection and session organisation. • Use reflective insights to inform future programme planning, ensuring sessions remain safe, effective and participant centred. • Record reflections and development actions clearly and professionally, in line with sector expectations.

Knowledge	Skills
<ul style="list-style-type: none"> ○ session structure ● Set realistic development goals to support ongoing professional growth. <p>Professional behaviours and accountability</p> <ul style="list-style-type: none"> ● Expectations of professionalism when reviewing one's own practice: <ul style="list-style-type: none"> ○ Honesty ○ objectivity ○ respect for participant experience ● Boundaries of competence and when to seek guidance, supervision or further training. ● Record keeping requirements for reflective notes and development plans. 	



Department
for Education

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