LAPT

LONDON ACADEMY OF PROFESSIONAL TRAINING

CERTIFICATE

Certificate in Strength and Conditioning

C

LAPT — London Academy of Professional Training

Address 85 Great Portland Street, W1W 7LT, London, United Kingdom

Email info@lapt.org

Telephone +44 7513 283044

Web lapt.org

Reference HEA-C03 • Health & Fitness Centres

UKPRN 10067351 • Registered in England and Wales, company 4984798

4	66	488	400	60%	Lifetime
SUBJECTS	CHAPTERS	CLASSES	TOTAL MARKS	PASS MARK	VALIDITY

AT A GLANCE

REFERENCE	**HEA-C03**
AWARD	**Certificate**
ASSESSMENT	**400 marks — 240 to pass (60%)**
PREREQUISITES	**None**
VALIDITY	**Lifetime**
AWARDING BODY	**LAPT — London Academy of Professional Training**

CURRICULUM

1

Strength and Conditioning for Performance

16 chapters · 122 classes **100 marks**

- **1 Biomechanics of Weightlifting Movements** — 4 classes
  - 1.1 Understand the Basic Biomechanics in Weightlifting
  - 1.2 Analyze the Phases of a Snatch Lift
  - 1.3 Break Down the Clean and Jerk Movements
  - 1.4 Apply Biomechanical Principles to Improve Technique
- **2 Evaluating Form and Technique in Weightlifting** — 4 classes
  - 2.1 Understanding Weightlifting Form Basics
  - 2.2 Identifying Common Technique Errors
  - 2.3 Analyzing Lifts Through Video Playback
  - 2.4 Applying Technique Corrections in Practice
- **3 Corrective Strategies and Performance Optimization** — 4 classes
  - 3.1 Identify Common Technique Flaws in Weightlifting
  - 3.2 Analyze Athlete Performance Using Video Tools
  - 3.3 Develop Customized Corrective Strategies
  - 3.4 Implement Performance Optimization Plans
- **1 Fundamentals of Sports Performance Analysis** — 6 classes
  - 1.1 Understanding the Role of Sports Performance Analysis
  - 1.2 Exploring Key Concepts in Performance Metrics
  - 1.3 Identifying Data Sources for Performance Analysis
  - 1.4 Utilizing Analytical Tools and Technologies
  - 1.5 Interpreting and Presenting Analytical Findings
  - 1.6 Applying Performance Analysis to Enhance Team Strategy
- **2 Biomechanics and Movement Analysis** — 6 classes
  - 2.1 Understanding the Fundamentals of Biomechanics
  - 2.2 Analyzing Human Movement Patterns in Sports
  - 2.3 Identifying Key Indicators of Sports Performance
  - 2.4 Applying Biomechanical Principles to Enhance Performance
  - 2.5 Utilizing Movement Analysis for Injury Prevention
  - 2.6 Integrating Technology for Advanced Movement Analysis
- **3 Physiological Metrics and Athlete Monitoring** — 6 classes
  - 3.1 Understand Key Physiological Metrics in Sports Performance
  - 3.2 Explore Athlete Monitoring Techniques and Tools
  - 3.3 Analyse Heart Rate Variability for Performance Insights
  - 3.4 Measure and Interpret Lactate Threshold in Athletes
  - 3.5 Utilise GPS and Wearable Technology for Athlete Tracking
  - 3.6 Apply Physiological Data to Optimize Training Regimens
- **4 Performance Data Interpretation and Feedback** — 6 classes
  - 4.1 Understanding Key Performance Indicators in Sports
  - 4.2 Analyzing Data from Sports Performance Metrics
  - 4.3 Identifying Patterns and Trends in Performance Data
  - 4.4 Interpreting Data to Assess Athlete Performance
  - 4.5 Utilizing Data Feedback to Optimize Performance
  - 4.6 Communicating Performance Insights Effectively
- **5 Strategies for Performance Optimization** — 6 classes
  - 5.1 Understanding Performance Metrics and Their Role
  - 5.2 Analyzing Key Performance Indicators in Sports
  - 5.3 Identifying Patterns in Athlete Data for Improvement
  - 5.4 Developing Data-Driven Training Strategies
  - 5.5 Implementing Feedback Loops for Continuous Optimization
  - 5.6 Evaluating Strategy Effectiveness Through Case Studies
- **9 Needs Analysis for Sport and Position** — 10 classes
  - 9.1 Purpose of a Needs Analysis
  - 9.2 Movement Demands of the Sport
  - 9.3 Energy System Demands of the Sport
  - 9.4 Common Injury Patterns by Sport
  - 9.5 Profiling the Athlete
  - 9.6 Interviewing Athletes and Coaches
  - 9.7 Setting Performance Goals
  - 9.8 Seasonal Calendar and Training Phases
  - 9.9 Writing a One Page Needs Analysis
  - 9.10 Case Practice for a Team Sport Athlete
- **10 Athlete Testing and Performance Baselines** — 10 classes
  - 10.1 Planning a Testing Day
  - 10.2 Standardising Test Conditions
  - 10.3 Vertical and Broad Jump Tests
  - 10.4 Sprint and Agility Tests
  - 10.5 Strength Tests and Repetition Maximum Estimates
  - 10.6 Aerobic Capacity Field Tests
  - 10.7 Mobility and Movement Quality Tests
  - 10.8 Recording and Storing Test Data
  - 10.9 Interpreting Results Against Norms
  - 10.10 Retesting and Tracking Progress
- **11 Speed, Agility and Change of Direction Training** — 10 classes
  - 11.1 Mechanics of Acceleration
  - 11.2 Maximum Velocity Running Form
  - 11.3 Sprint Drills and Technique Cues
  - 11.4 Deceleration and Landing Mechanics
  - 11.5 Change of Direction Drills
  - 11.6 Reactive Agility Drills
  - 11.7 Ladder Cone and Hurdle Drills
  - 11.8 Volume and Rest for Speed Work
  - 11.9 Common Sprint Faults and Fixes
  - 11.10 Building a Weekly Speed Session
- **12 Plyometric and Power Training Methods** — 10 classes
  - 12.1 Stretch Shortening Cycle Explained
  - 12.2 Readiness for Jump Training
  - 12.3 Landing Technique First
  - 12.4 Low Intensity Jumps and Hops
  - 12.5 Box Jumps and Depth Drops
  - 12.6 Upper Body Throws and Medicine Ball Work
  - 12.7 Weightlifting Derivatives for Power
  - 12.8 Loading and Foot Contact Guidelines
  - 12.9 Plyometric Safety and Surface Choice
  - 12.10 Progressing Power Work Safely
- **13 Conditioning for Sport Specific Endurance** — 10 classes
  - 13.1 Aerobic Base Building for Athletes
  - 13.2 Interval Conditioning Methods
  - 13.3 Repeated Sprint Conditioning
  - 13.4 Tempo Running and Shuttle Runs
  - 13.5 Small Sided Game Conditioning
  - 13.6 Conditioning Circuits for Teams
  - 13.7 Work to Rest Ratios
  - 13.8 Monitoring Heart Rate During Conditioning
  - 13.9 Avoiding Excess Conditioning Load
  - 13.10 Matching Conditioning to Match Demands
- **14 Strength Programming for Athletes** — 10 classes
  - 14.1 Strength Foundations Before Power
  - 14.2 Main Lift Selection for Athletes
  - 14.3 Setting Loads and Percentages
  - 14.4 Repetition Ranges for Strength
  - 14.5 Accessory Work for Injury Resilience
  - 14.6 Unilateral Training for Athletes
  - 14.7 Strength Training During Competition Season
  - 14.8 Coaching Barbell Lifts to Groups
  - 14.9 Organising Weights Room Layout and Session Schedules
  - 14.10 Writing a Four Week Strength Block
- **15 Sport Psychology and Coaching Leadership** — 10 classes

2

Injury Prevention and Rehabilitation Basics

20 chapters · 126 classes **100 marks**

- **1 Understanding Biomechanics and Proper Form** — 4 classes
  - 1.1 Exploring Basic Biomechanics in Weightlifting
  - 1.2 Identifying Key Muscle Groups for Safe Lifting
  - 1.3 Mastering the Mechanics of Proper Lifting Form
  - 1.4 Applying Biomechanics to Prevent Weightlifting Injuries
- **2 Identifying Common Weightlifting Injuries and Prevention Strategies** — 4 classes
  - 2.1 Understanding Common Weightlifting Injuries
  - 2.2 Recognizing Risk Factors in Weightlifting
  - 2.3 Implementing Injury Prevention Techniques
  - 2.4 Applying Safe Lifting Practices
- **3 Developing Personalized Injury Prevention Plans** — 4 classes
  - 3.1 Understanding Individual Risk Factors
  - 3.2 Identifying Common Weightlifting Injuries
  - 3.3 Designing a Personalized Warm-Up Routine
  - 3.4 Implementing Ongoing Monitoring and Adjustments
- **1 Fundamentals of Injury Prevention** — 6 classes
  - 1.1 Understanding the Importance of Injury Prevention
  - 1.2 Identifying Common Risk Factors for Injuries
  - 1.3 Analyzing the Role of Biomechanics in Prevention
  - 1.4 Developing Risk Assessment Skills
  - 1.5 Implementing Effective Preventative Strategies
  - 1.6 Evaluating the Success of Injury Prevention Plans
- **2 Anatomy and Movement Mechanics** — 6 classes
  - 2.1 Exploring the Basics of Human Anatomy
  - 2.2 Understanding Muscle and Joint Functions
  - 2.3 Analyzing Movement Patterns and Planes
  - 2.4 Identifying Common Movement Dysfunctions
  - 2.5 Applying Biomechanics to Injury Prevention
  - 2.6 Designing Safe and Effective Movement Programs
- **3 Assessment and Screening Techniques** — 6 classes
  - 3.1 Understanding the Role of Assessment in Injury Prevention
  - 3.2 Identifying Key Screening Techniques for Common Injuries
  - 3.3 Conducting a Comprehensive Health and Fitness Evaluation
  - 3.4 Implementing Functional Movement Screenings
  - 3.5 Analyzing Screening Data to Identify Potential Risks
  - 3.6 Developing Tailored Intervention Strategies Based on Assessments
- **4 Program Design for Injury Prevention** — 6 classes
  - 4.1 Understanding Injury Risk Factors in Program Design
  - 4.2 Identifying Common Injuries in Fitness Training
  - 4.3 Integrating Warm-Up Strategies for Injury Prevention
  - 4.4 Designing Customizable Injury Prevention Programs
  - 4.5 Implementing Recovery Techniques into Training Plans
  - 4.6 Evaluating and Adjusting Programs for Ongoing Prevention
- **5 Injury Management and Rehabilitation** — 6 classes
  - 5.1 Understand the Phases of Injury Management
  - 5.2 Identify Common Sports Injuries and Their Causes
  - 5.3 Apply Basic First Aid Techniques for Acute Injuries
  - 5.4 Implement Strategies for Injury Rehabilitation
  - 5.5 Monitor Progress and Adapt Rehabilitation Plans
  - 5.6 Integrate Injury Prevention into Fitness Programming
- **2 Biomechanics and Risk Assessment** — 6 classes
  - 2.1 Understanding Basic Biomechanics Concepts
  - 2.2 Identifying Common Biomechanical Risk Factors
  - 2.3 Analyzing Movement Patterns for Injury Prevention
  - 2.4 Conducting Risk Assessment in Physical Activities
  - 2.5 Utilizing Biomechanics in Designing Safe Exercise Programs
  - 2.6 Applying Corrective Strategies to Mitigate Risks
- **3 Designing Safe Exercise Programs** — 6 classes
  - 3.1 Recognizing Common Exercise-Related Injuries
  - 3.2 Understanding the Principles of Safe Exercise Design
  - 3.3 Assessing Individual Risk Factors for Injury
  - 3.4 Integrating Injury Prevention into Program Design
  - 3.5 Modifying Exercises for Safety and Effectiveness
- **4 Advanced Techniques in Corrective Exercise** — 6 classes
  - 4.1 Understanding Core Principles of Corrective Exercise
  - 4.2 Identifying Common Movement Dysfunctions
  - 4.3 Implementing Postural Assessment Techniques
  - 4.4 Designing Individualised Corrective Programmes
  - 4.5 Techniques for Enhancing Movement Quality
  - 4.6 Applying Corrective Strategies for Injury Prevention
- **5 Implementing Injury Prevention Strategies** — 6 classes
  - 5.1 Understanding Injury Risk Factors
  - 5.2 Analyzing Movement Patterns for Injury Prevention
  - 5.3 Developing Customized Warm-Up Routines
  - 5.4 Integrating Strength and Flexibility Training
  - 5.5 Implementing Recovery Strategies Effectively
  - 5.6 Assessing and Adjusting Prevention Plans
- **1 Identifying Risk Factors in Clients** — 6 classes
  - 1.1 Understanding Common Injuries
  - 1.2 Assessing Client History
  - 1.3 Physical Assessment Techniques
  - 1.4 Psychosocial Factors in Injury
  - 1.5 Environmental Risk Assessment
  - 1.6 Identifying Behavioral Patterns
- **2 Creating Rehabilitation Protocols** — 6 classes
  - 2.1 Setting Rehabilitation Goals
  - 2.2 Designing Customized Programs
  - 2.3 Incorporating Evidence-Based Practices
  - 2.4 Progressive Loading Techniques
  - 2.5 Multi-Disciplinary Collaboration
  - 2.6 Documenting Rehabilitation Plans
- **3 Monitoring Client Progress** — 6 classes
  - 3.1 Establishing Baseline Measurements
  - 3.2 Using Technology for Tracking
  - 3.3 Regular Progress Assessments
  - 3.4 Client Feedback Mechanisms
  - 3.5 Adjusting Protocols Based on Data
  - 3.6 Creating Progress Reports
- **4 Integrating Rehabilitation into Wellness Programs** — 6 classes
  - 4.1 Holistic Approach to Wellness
  - 4.2 Combining Fitness and Rehabilitation
  - 4.3 Client-Centered Program Design
  - 4.4 Creating Supportive Environments
  - 4.5 Engaging Clients in Recovery
  - 4.6 Measuring Program Outcomes
- **5 Evaluating Effectiveness of Strategies** — 6 classes
  - 5.1 Key Performance Indicators
  - 5.2 Analyzing Client Outcomes
  - 5.3 Feedback Loops for Improvement
  - 5.4 Benchmarking Against Best Practices
  - 5.5 Reporting Findings to Stakeholders
  - 5.6 Continuous Improvement Strategies
- **18 Common Soft Tissue Injuries and Their Causes** — 10 classes
  - 18.1 Types of Sprains Strains and Tears
  - 18.2 Tendon Problems From Overuse
  - 18.3 Muscle Soreness Versus Injury
  - 18.4 Joint Pain and Inflammation
  - 18.5 Stress Fractures and Bone Overload
  - 18.6 Causes Linked to Poor Technique
  - 18.7 Causes Linked to Load and Rest
  - 18.8 Phases of Tissue Healing
  - 18.9 Recognising Red Flag Symptoms
  - 18.10 Explaining Injuries Within Your Scope of Practice
- **19 Immediate Injury Response and Return to Exercise** — 10 classes
  - 19.1 Reacting to an Injury in the Gym
  - 19.2 Rest Ice Compression and Elevation Principles
  - 19.3 Emergency Action Plan for Gym Injuries
  - 19.4 When to Call Emergency Services

3

Research Methods and Evidence-Based Practice in Fitness

12 chapters · 120 classes **100 marks**

- **1 Why Evidence Matters in Fitness Practice** — 10 classes
  - 1.1 Evidence Based Practice Defined
  - 1.2 Opinion Tradition and Evidence Compared
  - 1.3 Common Myths in the Fitness Industry
  - 1.4 Hierarchy of Evidence Simplified
  - 1.5 Professional Duty to Use Reliable Information
  - 1.6 Applying Evidence to Client Decisions
  - 1.7 Combining Evidence With Client Preferences
  - 1.8 Marketing Claims and Evidence
  - 1.9 Recognising Bias in Information Sources
  - 1.10 Explaining Evidence to Clients Simply
- **2 Finding and Selecting Reliable Sources** — 10 classes
  - 2.1 Types of Information Sources
  - 2.2 Searching Academic Databases Basics
  - 2.3 Using Search Terms Effectively
  - 2.4 Reading Titles and Abstracts
  - 2.5 Checking Author and Publisher Credibility
  - 2.6 Peer Review Explained
  - 2.7 Position Statements and Guidelines
  - 2.8 Recognising Predatory or Weak Sources
  - 2.9 Organising and Saving References
  - 2.10 Practice Search Task on a Fitness Question
- **3 Types of Research Design** — 10 classes
  - 3.1 Observational Studies and Their Uses
  - 3.2 Case Reports and Case Series
  - 3.3 Cross Sectional Studies
  - 3.4 Cohort Studies and Follow Up
  - 3.5 Randomised Controlled Trials
  - 3.6 Systematic Reviews and Their Value
  - 3.7 Meta Analyses and Pooled Results
  - 3.8 Qualitative Research Basics
  - 3.9 Strengths and Limits of Each Design
  - 3.10 Matching Questions to Research Designs
- **4 Reading Research Papers Critically** — 10 classes
  - 4.1 Structure of a Research Paper
  - 4.2 Reading the Introduction and Aims
  - 4.3 Reading Methods and Participants
  - 4.4 Understanding Sample Size and Selection
  - 4.5 Understanding Control Groups
  - 4.6 Reading Results Tables and Figures
  - 4.7 Reading Discussion and Conclusions
  - 4.8 Spotting Conflicts of Interest
  - 4.9 Checklist for Critical Appraisal
  - 4.10 Practice Appraisal of a Short Paper
- **5 Statistics Basics for Fitness Professionals** — 10 classes
  - 5.1 Averages and Spread of Data
  - 5.2 Percentages and Percentage Change
  - 5.3 Correlation Versus Causation
  - 5.4 Statistical Significance Explained
  - 5.5 Confidence Intervals Simply Explained
  - 5.6 Effect Size and Practical Meaning
  - 5.7 Reading Graphs Accurately
  - 5.8 Spotting Misleading Charts
  - 5.9 Simple Calculations Using a Spreadsheet
  - 5.10 Practice Interpreting Real Data Sets
- **6 Measurement Quality in Fitness Testing** — 10 classes
  - 6.1 Validity of Fitness Tests
  - 6.2 Reliability and Repeatability
  - 6.3 Accuracy of Wearable Devices
  - 6.4 Measurement Error and Variation
  - 6.5 Standardising Test Procedures
  - 6.6 Choosing Tests Fit for Purpose
  - 6.7 Test Protocol Writing
  - 6.8 Using Reference Norms Properly
  - 6.9 Recording Data Consistently
  - 6.10 Quality Check of Your Own Testing
- **7 Research Ethics and Data Protection** — 10 classes
  - 7.1 Principles of Ethical Research
  - 7.2 Informed Consent in Fitness Settings
  - 7.3 Working With Vulnerable Participants
  - 7.4 Confidentiality and Data Storage
  - 7.5 Data Protection Law Awareness
  - 7.6 Avoiding Plagiarism and Citing Sources
  - 7.7 Honest Reporting of Results
  - 7.8 Ethics of Using Client Data for Projects
  - 7.9 Approval Procedures in Organisations
  - 7.10 Case Practice Ethical Dilemmas
- **8 Planning a Small Practice Based Investigation** — 10 classes
  - 8.1 Choosing a Practical Question
  - 8.2 Forming a Simple Hypothesis
  - 8.3 Selecting Participants and Measures
  - 8.4 Planning Time and Resources
  - 8.5 Writing a Short Protocol
  - 8.6 Risk Assessment for the Investigation
  - 8.7 Collecting Data Safely
  - 8.8 Keeping Clear Records
  - 8.9 Problems and Changes During Data Collection
  - 8.10 Peer Review of Your Plan
- **9 Analysing and Presenting Findings** — 10 classes
  - 9.1 Entering and Cleaning Data
  - 9.2 Summarising Results With Tables
  - 9.3 Making Clear Charts
  - 9.4 Comparing Before and After Results
  - 9.5 Explaining What Results Mean
  - 9.6 Stating Limits of Your Findings
  - 9.7 Writing a Short Report
  - 9.8 Referencing Sources Properly
  - 9.9 Presenting Findings Verbally
  - 9.10 Receiving Questions and Feedback
- **10 Current Evidence on Training and Health** — 10 classes
  - 10.1 Evidence on Aerobic Training and Health
  - 10.2 Evidence on Strength Training and Health
  - 10.3 Evidence on Physical Activity Guidelines
  - 10.4 Evidence on Sedentary Behaviour
  - 10.5 Evidence on Stretching and Warm Up
  - 10.6 Evidence on High Intensity Training
  - 10.7 Evidence on Exercise and Mental Health
  - 10.8 Evidence on Supplements
  - 10.9 Reading Guidelines Updates
  - 10.10 Writing an Evidence Summary for Clients
- **11 Using Evidence to Improve Services and Quality** — 10 classes
  - 11.1 Linking Evidence to Programme Design
  - 11.2 Using Client Outcome Data
  - 11.3 Setting Quality Measures
  - 11.4 Audit of Records and Procedures
  - 11.5 Client Feedback as Evidence
  - 11.6 Continuous Improvement Cycle
  - 11.7 Working With Organisation Quality Systems
  - 11.8 Using Evidence in Team Meetings
  - 11.9 Sharing Findings With Colleagues
  - 11.10 Action Plan From an Evidence Review
- **12 Evidence Based Decision Making in Practice** — 10 classes
  - 12.1 Framing a Client Question
  - 12.2 Searching for Answers Quickly
  - 12.3 Judging If Evidence Applies to Your Client
  - 12.4 Making and Recording a Decision
  - 12.5 Communicating Uncertainty Honestly
  - 12.6 Case Brief Evidence for Recovery Methods
  - 12.7 Case Brief Evidence for a Trending Diet
  - 12.8 Case Brief Evidence for a Popular Gadget
  - 12.9 Reflecting on Your Decision Process
  - 12.10 Final Evidence Portfolio Preparation

4

Portfolio, Case Studies and Professional Development

18 chapters · 120 classes **100 marks**

- **1 Understanding Metabolic Programming** — 6 classes
  - 1.1 Explore Metabolic Programming Principles
  - 1.2 Analyze Key Influences on Metabolic Function
  - 1.3 Investigate Hormonal Interactions in Metabolism
  - 1.4 Examine Case Studies: Altered Metabolic States
  - 1.5 Develop Solutions for Metabolic Imbalances
  - 1.6 Construct a Metabolic Programming Portfolio
- **2 Analyzing Case Studies in Metabolic Adaptation** — 6 classes
  - 2.1 Understanding Metabolic Adaptation: The Basics
  - 2.2 Identifying Key Indicators in Metabolic Case Studies
  - 2.3 Analyzing Metabolic Shift Patterns in Clients
  - 2.4 Evaluating Intervention Outcomes in Real-Life Scenarios
  - 2.5 Synthesizing Data to Formulate Client Strategies
  - 2.6 Developing a Comprehensive Portfolio of Case Studies
- **3 Client Assessment and Program Design** — 6 classes
  - 3.1 Understanding Client Needs through Effective Assessment
  - 3.2 Analyzing Metabolic Profiles for Customized Program Design
  - 3.3 Setting Realistic Goals in Weight Loss Programming
  - 3.4 Designing Tailored Metabolic Programs for Diverse Clients
  - 3.5 Implementing Program Adjustments: Strategies for Success
  - 3.6 Reviewing and Refining Client Progress and Feedback
- **4 Monitoring Progress and Adapting Strategies** — 6 classes
  - 4.1 Understanding Progress Monitoring in Weight Loss Programs
  - 4.2 Identifying Key Metrics for Effective Progress Tracking
  - 4.3 Implementing Tools and Techniques for Data Collection
  - 4.4 Analyzing Progress Data to Inform Strategy
  - 4.5 Adapting Strategies Based on Individual Progress
  - 4.6 Documenting Case Studies for Portfolio Enhancement
- **5 Building a Professional Portfolio** — 6 classes
  - 5.1 Understanding the Purpose of a Professional Portfolio
  - 5.2 Identifying Essential Components for Your Portfolio
  - 5.3 Gathering and Documenting Case Studies Effectively
  - 5.4 Crafting a Cohesive Narrative for Your Portfolio
  - 5.5 Designing a Visually Engaging Portfolio Layout
  - 5.6 Reviewing and Refining Your Portfolio for Professional Impact
- **1 Designing Effective Workshops** — 6 classes
  - 1.1 Identifying Workshop Objectives
  - 1.2 Structuring Workshop Content
  - 1.3 Incorporating Interactive Elements
  - 1.4 Tailoring Workshops for Different Audiences
  - 1.5 Utilizing Technology in Workshops
  - 1.6 Creating a Positive Learning Environment
- **2 Engaging Presentation Techniques** — 6 classes
  - 2.1 Storytelling for Impact
  - 2.2 Using Visual Aids Effectively
  - 2.3 Mastering Body Language
  - 2.4 Vocal Techniques for Engagement
  - 2.5 Handling Questions and Feedback
  - 2.6 Creating Memorable Closing Statements
- **3 Facilitating Group Discussions** — 6 classes
  - 3.1 Setting Ground Rules
  - 3.2 Encouraging Participation
  - 3.3 Managing Dominant Personalities
  - 3.4 Summarizing Key Points
  - 3.5 Navigating Conflicts in Discussions
  - 3.6 Evaluating Group Dynamics
- **4 Evaluating Workshop Outcomes** — 6 classes
  - 4.1 Developing Evaluation Criteria
  - 4.2 Collecting Feedback from Participants
  - 4.3 Analyzing Workshop Effectiveness
  - 4.4 Reporting Evaluation Results
  - 4.5 Implementing Improvements for Future Workshops
  - 4.6 Creating a Continuous Improvement Plan
- **5 Creating Educational Materials** — 6 classes
  - 5.1 Identifying Learning Objectives
  - 5.2 Designing User-Friendly Materials
  - 5.3 Incorporating Multimedia Elements
  - 5.4 Ensuring Accessibility in Materials
  - 5.5 Testing Materials for Effectiveness
  - 5.6 Updating Materials Based on Feedback
- **1 Understanding Reflective Practice in Fitness Instruction** — 6 classes
  - 1.1 Exploring the Concept of Reflective Practice
  - 1.2 Identifying Benefits of Reflective Practice in Fitness Instruction
  - 1.3 Differentiating Reflective Models and Approaches
  - 1.4 Analyzing Case Studies of Reflective Practice in Action
  - 1.5 Practicing Reflective Techniques for Self-Improvement
  - 1.6 Implementing Reflective Practice in Everyday Instruction
- **2 Frameworks and Models for Reflective Practice** — 6 classes
  - 2.1 Understanding Reflective Practice Frameworks
  - 2.2 Exploring Models of Reflection
  - 2.3 Analyzing the Gibbs Reflective Cycle
  - 2.4 Applying the Kolb Experiential Learning Model
  - 2.5 Integrating Driscoll's 'What?' Model into Practice
  - 2.6 Utilizing Reflective Practice for Personal Improvement
- **3 Developing Self-Awareness and Critical Reflection Skills** — 6 classes
  - 3.1 Understanding Self-Awareness Concepts
  - 3.2 Exploring the Benefits of Critical Reflection
  - 3.3 Identifying Personal Biases and Assumptions
  - 3.4 Practicing Reflective Writing Techniques
  - 3.5 Applying Reflective Practices in Real-Time
  - 3.6 Developing an Ongoing Reflective Practice Plan
- **4 Practical Application of Reflective Techniques** — 6 classes
  - 4.1 Understanding Reflective Techniques in Practice
  - 4.2 Identifying Personal Reflection Styles
  - 4.3 Setting Goals for Reflective Practice
  - 4.4 Implementing Reflective Models in Sessions
  - 4.5 Analyzing Feedback to Enhance Reflection
  - 4.6 Creating a Reflective Practice Plan
- **5 Creating a Personal Reflective Practice Plan** — 6 classes
  - 5.1 Understanding Reflective Practice: Concepts and Benefits
  - 5.2 Identifying Personal Goals for Reflective Practice
  - 5.3 Selecting Reflective Tools and Techniques
  - 5.4 Designing a Personalized Reflective Practice Schedule
  - 5.5 Implementing Reflective Strategies in Daily Practice
  - 5.6 Evaluating and Adapting Your Reflective Practice Plan
- **16 Professional Standards and Registration Pathways** — 10 classes
  - 16.1 Roles Within the Fitness Sector
  - 16.2 Professional Standards for Instructors
  - 16.3 Registers and Membership Routes
  - 16.4 Code of Ethical Practice
  - 16.5 Scope of Practice Across Roles
  - 16.6 Insurance and Legal Duties
  - 16.7 Safeguarding Responsibilities of Fitness Professionals
  - 16.8 Equality and Inclusion Duties
  - 16.9 Maintaining Registration and Records
  - 16.10 Mapping Standards Against Your Own Practice
- **17 Case Study Presentation and Review** — 10 classes
  - 17.1 Choosing a Suitable Client Case
  - 17.2 Obtaining Consent to Use a Case
  - 17.3 Structuring a Case Study Report
  - 17.4 Presenting Assessment Findings
  - 17.5 Presenting Programme Design Rationale
  - 17.6 Presenting Delivery and Outcomes
  - 17.7 Reflecting on What Worked
  - 17.8 Presenting Findings to a Panel
  - 17.9 Answering Questions Confidently
  - 17.10 Using Feedback to Improve the Case

LAPT — 85 Great Portland Street, W1W 7LT, London, United Kingdom
info@lapt.org • +44 7513 283044 • lapt.org

UKPRN 10067351 • Company 4984798
Curriculum current at the date of issue.