

YMCA Level 3 Diploma in Gym Instructing
and Personal Training (Practitioner)
(603/2921/X)

YMCA Level 3 Diploma in Exercise and
Fitness Instructing, and Personal Training
(Practitioner) (603/3504/X)

Qualification Specification



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YMCA Level 3 Diploma in Gym Instructing and Personal Training (Practitioner) (603/2921/X)

YMCA Level 3 Diploma in Exercise and Fitness Instructing, and Personal Training (Practitioner) (603/3504/X)

Qualification Specification

Qualification number: 603/2921/X and 603/3504/X

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high-quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

Qualification overview

These qualifications are regulated by:

- Ofqual
- QW (Wales)
- CCEA Regulation (Northern Ireland)

Qualification aim

The aim of these qualifications is to enable learners to coach clients – one to one and in small groups – towards their health and fitness goals. Learners will develop the knowledge, skills, and behaviours to plan and deliver creative and personalised exercise programmes, provide nutritional advice and support clients with their overall lifestyle management.

Completing these qualifications will provide learners with access to CIMSPA Practitioner membership, the industry prerequisite to access self-employed and employed personal trainer roles.

Overview of knowledge, skills and understanding

Learners will cover:

- Anatomy and Physiology is required when exercise programming and design for a range of clients.
- Importance of professionalism, customer service, effective communication, and interpersonal skills.
- Knowledge and understanding of commonly occurring medically controlled diseases and health conditions.
- Health and safety requirements for the exercise environment.
- How to gather and analyse client information and establish their current health and fitness status.

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- Planning and instructing gym-based exercise.
- How to design and deliver a health and fitness programme suitable to an individual's specific goals and level of fitness.
- How to plan and conduct physical activity sessions within a variety of environments.
- How to provide nutritional advice for physical activity based on a client's needs.
- How to prepare for employment, as a personal trainer, on either an employed or self-employed basis.

Target group and age range

These qualifications are aimed at a range of learners aged 16 plus.

Qualification structure

YMCA Level 3 Diploma in Gym Instructing and Personal Training (Practitioner) (603/2921/X)

Learners must successfully complete the 11 mandatory units.

The Total Qualification Time (TQT) for this qualification is 578 hours. The Guided Learning Hours (GLH) assigned are 373 hours.

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Learners must complete the 11 mandatory units and a further 2 optional units from either:

- Pathway 1: Kettlebell and Suspended Movement Training
- Pathway 2: Group Exercise Instructing

The Total Qualification Time (TQT) for this qualification is 634 hours. The Guided Learning Hours (GLH) assigned are 405 hours

Mandatory units

Unit number	Unit title	Level	Credit
K/616/7823	Anatomy and physiology for exercise and fitness instructors	2	6
M/616/7824	Providing a positive customer experience in the exercise environment	2	5
K/616/7949	Lifestyle management and health awareness	2	2
D/616/7950	Gym-based programme planning and preparation	2	3
H/616/7951	Gym-based programme delivery and professional instruction	2	5
A/616/4747	Applied Anatomy and Physiology	3	5
J/616/4749	Promoting wellness through client motivation and interaction	3	5
F/616/4751	Bespoke exercise programme design	4	8
J/616/4752	Customised exercise programme instruction and communication techniques	4	9
L/616/4753	Nutrition to support physical activity	3	5
Y/616/4755	Business acumen for a successful personal training Practice	3	5

Pathway 1: Kettlebell and Suspended Movement Training

Unit number	Unit title	Level	Credit
A/618/6490	Plan and deliver kettlebell training	2	3
F/618/6491	Plan and deliver suspended movement training	2	3

Pathway 2: Group Exercise Instructing

Learners must complete:

- Principles of planning and delivering group exercise (L/618/6381)
- One other unit.

Unit number	Unit title	Level	Credit
L/618/6381	Principles of planning and delivering group exercise	2	2
R/618/6382	Plan and deliver group circuit training	2	3
Y/618/6383	Plan and deliver group exercise to music - freestyle	2	4
D/618/6384	Plan and deliver group fitness walking	2	3
H/618/6385	Plan and deliver group indoor cycling	2	4
K/618/6386	Plan and deliver group step exercise to music	2	4
M/618/6387	Plan and deliver group studio resistance training	2	3
F/618/6393	Plan and deliver group water-based exercise	2	4

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- a) the number of hours an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor, or other appropriate member of the training team).
- eLearning with a lecturer, teacher, or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).
- Invigilated assessment (external tests sat under controlled or open-book conditions).

- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher, or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home).
- Any additional further study, revision, and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us: awards.support@ymca.co.uk.

Entry requirements

Learners must be aged 16 plus. Ideally, they should have some experience of gym-based exercises through personal practice and should have a certain amount of physical fitness. Learners should also have communication skills pitched at level 2 which can be developed during the course.

Opportunities for progression

Future employment possibilities

- This qualification can lead to employment as either a gym instructor and/or a personal trainer

Learners may choose further same-level qualifications, for example:

- Level 3 Diploma in Exercise Referral
- Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings
- Level 3 Diploma in Sport
- Level 3 Diploma in Sports Massage Therapy
- Level 3 Diploma in Teaching Pilates
- Level 3 Diploma in Teaching Yoga
- Level 3 special populations-related qualifications.
- Apprenticeship in Personal Training

Learners may also choose to progress to higher level qualifications, for example:

- Level 4 Award in Internal Quality Assurance
- Level 4 Award in Understanding Internal Quality Assurance
- Level 4 Certificate in Delivering Physical Activity for Individuals with Mental Health Conditions
- Level 4 Certificate in Leading the Internal Quality Assurance
- Level 4 Certificate in Programming Physical Activity for Individuals with Low Back Pain
- Level 4 Certificate in Sports Massage Therapy
- Level 4 Certificate in Weight Management for Individuals with Obesity, Diabetes Mellitus and/or Metabolic Syndrome
- Level 4 Sports and Conditioning qualifications

Mapping to standards

These qualifications are mapped directly to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for a:

- Gym Instructor
- Personal Trainer.

In addition, Pathway 2: Group Circuit Training of the YMCA Level 3 Diploma in Exercise and Fitness Instructing, and Personal Training (Practitioner) (603/3504/X) is also mapped directly to the CIMSPA professional standard for a:

- Group Exercise Instructor.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website:

www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA requirements

Staff carrying out the delivery, assessment and internal quality assurance of these qualifications must be able to demonstrate that they meet the requirements listed below.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

Tutors

Tutors must:

- be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- have recent relevant experience in the specific area they will be delivering.
- be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training.

Tutors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development [units should relate to provision of learning and development]

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

- be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- have recent relevant experience in the specific area they will be assessing.
- be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- have credible experience of providing training and assessment.

Assessors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence

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Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

Internal Quality Assurers

Internal quality assurers must:

- be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification.
- be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification.
- have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Note: Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: www.ukstandards.org.uk.

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessing qualification.

Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: www.ymcaawards.co.uk/registration.

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by Council for the Curriculum, Examinations and Assessment (CCEA Regulations)
- Wales and regulated by Qualification Wales (QW)
- In other UK regions and outside the UK (regulated by Ofqual).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: www.ymcaawards.co.uk/centres/policies-and-procedures.

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification, and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures www.ymcaawards.co.uk/centres/centre-guidance.

The Level 3 Diploma in Gym Instructing, Personal Training (Practitioner) and portable equipment is assessed through a combination of internal and external assessment.

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Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of internal assessment, then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- recognition of prior learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the example in the 'Qualification content' section of this specification.

External assessment

There is external assessment in the form of a multiple-choice theory paper for the Anatomy and physiology for exercise and fitness instructors unit (K/616/7823).

Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: www.ymcaawards.co.uk/centres/centre-guidance.

Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: www.ymcaawards.co.uk/centres/centre-guidance.

Qualification content

Unit specifications and recommended assessment methods can be found below

Mandatory units

Anatomy and physiology for exercise and fitness instructors (K/616/7823)

Unit aim

This unit develops the learner's knowledge of anatomy and physiology and how it relates to exercise and fitness.

Unit content

The learner will:

1. Know the structure and function of the circulatory system

The learner can:

- 1.1 Identify the location and function of the heart.**
- 1.2 Describe the structure of the heart.**
- 1.3 Describe how blood moves through the 4 chambers of the heart.**
- 1.4 Describe systemic and pulmonary circulation.**
- 1.5 Describe the structure and functions of blood vessels.**
- 1.6 Define blood pressure.**
- 1.7 Identify blood pressure classifications.**

The learner will:

2. Understand the structure and function of the respiratory system

The learner can:

- 2.1 Identify the location and function of the lungs.**
- 2.2 Describe the structure of the lungs.**
- 2.3 Identify the main muscles involved in breathing.**
- 2.4 Describe the passage of air through the respiratory tract.**
- 2.5 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs.**

The learner will:

3. Understand anatomical terminology

The learner can:

3.1 Identify movements/exercises that occur in each anatomical plane.

3.2 Identify anatomical terms of location.

The learner will:

4. Understand the structure and function of the skeleton

The learner can:

4.1 Describe the basic functions of the skeleton.

4.2 Identify the structures of the axial skeleton.

4.3 Identify the structures of the appendicular skeleton.

4.4 Explain the classification of bones.

4.5 Explain the structure of long bone.

4.6 Explain the stages of bone growth.

4.7 Describe posture in terms of curves of the spine.

The learner will:

5. Understand joints in the skeleton

The learner can:

5.1 Describe the classification of joints.

5.2 Describe the structure of synovial joints.

5.3 Describe the types of synovial joints and their range of motion.

5.4 Describe joint movement potential and joint actions.

The learner will:

6. Understand the muscular system

The learner can:

- 6.1 Identify the 3 types of muscle tissue.**
- 6.2 Define the characteristics and functions of the 3 types of muscle tissue.**
- 6.3 Describe the basic structure and function of skeletal muscle.**
- 6.4 Name and locate major superficial and deep skeletal muscles.**
- 6.5 Describe the structure and function of the pelvic floor muscles.**
- 6.6 Describe the different types of muscle action.**
- 6.7 Identify the joint actions brought about by specific muscle actions.**
- 6.8 Identify skeletal muscle fibre types and their characteristics.**

The learner will:

7. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

The learner can:

7.1 Describe the life-course of the musculoskeletal system, including implications for special populations exercise:

- **young people in the 13-18 age range**
- **older people (50 plus)**
- **ante and post-natal**

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

8.1 Identify the function of the following in the digestive process:

- mouth (tongue, teeth, salivary glands)
- pharynx
- oesophagus
- stomach
- pancreas
- gallbladder and bile ducts
- liver
- small intestine
- large intestine (colon)

8.2 Describe how the main nutrient groups are broken down and absorbed in the digestive system.

8.3 Identify the role of fibre in the digestive process.

8.4 Identify the role of the liver and pancreas in assisting digestion.

8.5 Identify the timescales for the digestive process to take place.

8.6 Describe the importance of fluid intake in the digestive process.

The learner will:

9. Understand energy systems and their relation to exercise

The learner can:

9.1 Describe how carbohydrates, fats and proteins are used in the production of energy.

9.2 Explain the use of the 3 energy systems during exercise.

The learner will:

10. Understand the nervous system and its relation to exercise

The learner can:

10.1 Describe the role and functions of the nervous system.

10.2 Describe the principles of muscle contraction.

10.3 Describe the 'all or none law'/motor unit recruitment.

10.4 Describe how exercise can enhance neuromuscular connections and improve motor skills.

Assessment specification

- Multiple choice theory paper (Externally assessed)
- Assessment workbook (Section A)

Providing a positive customer experience in the exercise environment (M/616/7824)

Unit aim

This unit develops the knowledge and skills an exercise and fitness instructor will need to present themselves in a professional manner, provide excellent customer service and demonstrate effective communication skills. Above all, to provide a positive customer experience an exercise and fitness instructor needs to ensure the exercise environment meets health and safety requirements.

Unit content

The learner will:

1. Understand customer needs and expectations

The learner can:

- 1.1 Identify the types of customers attending a local exercise and fitness facility.**
- 1.2 Identify the different requirements of customers attending a local exercise and fitness facility.**
- 1.3 Identify how a local exercise and fitness facility meets different types of customer requirements.**
- 1.4 Describe how to identify and confirm a customer's expectations.**
- 1.5 Explain the importance of gathering feedback to meet customer expectations.**
- 1.6 Identify methods of gathering customer feedback.**
- 1.7 Explain the importance of responding promptly to a customer seeking assistance.**
- 1.8 Identify ways in which an exercise and fitness instructor could build social support and inclusion in an exercise environment.**

The learner will:

2. Understand the principles of customer service

The learner can:

- 2.1 Describe the products and services in a local exercise and fitness facility that may be available to customers.**
- 2.2 Describe the personal attributes required to display a high level of customer service in an exercise environment.**
- 2.3 Identify the ways in which an exercise and fitness instructor could present themselves in a professional and approachable manner.**
- 2.4 Describe how an exercise and fitness instructor could contribute to improving customer retention.**
- 2.5 Explain how to influence a 'customer journey' in an exercise environment.**

The learner will:

3. Know how to engage with customers

The learner can:

- 3.1 Describe different methods of engaging with customers.**
- 3.2 Explain the importance of regular communication with customers.**
- 3.3 Describe different methods of building rapport with customers.**
- 3.4 Explain the importance of being visible and approachable within an exercise environment.**
- 3.5 Explain the importance of giving health, safety and exercise etiquette information to customers.**

The learner will:

4. Be able to prepare and maintain the exercise environment

The learner can:

- 4.1 Clean the exercise environment as required to maintain hygiene levels using appropriate cleaning substances.**
- 4.2 Utilise appropriate signage to identify potential hazards whilst cleaning.**
- 4.3 Demonstrate effective communication with customers and colleagues regarding cleaning.**

The learner will:

5. Understand the importance of professionalism in the health and fitness sector

The learner can:

- 5.1 Identify governing and/or professional bodies for the health and fitness sector.**
- 5.2 Outline the essential principles, values or ethical codes of practice laid out by governing and/or professional bodies for the health and fitness sector.**
- 5.3 Describe how an exercise and fitness instructor can keep knowledge and skills up to date.**
- 5.4 Describe how to identify opportunities and requirements for career progression in the health and fitness sector.**

The learner will:

6. Understand operational and legislative procedures within an exercise and fitness facility

The learner can:

- 6.1 Identify the types of emergencies that may occur in an exercise and fitness facility.**
- 6.2 Summarise the procedures and recording documents that should be in place in an exercise and fitness facility to maintain health and safety of staff and customers.**
- 6.3 Suggest types of cleaning materials and equipment that would be suitable for maintaining health and hygiene in an exercise environment.**
- 6.4 Identify the typical roles of individuals responsible for health and safety in an exercise and fitness facility.**
- 6.5 Explain the importance of following emergency procedures calmly and correctly.**

6.6 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people.

6.7 Outline why health and safety are important in an exercise and fitness facility.

6.8 Identify the legal and regulatory requirements for health and safety relevant to working in an exercise and fitness facility.

6.9 Describe duty of care and professional role boundaries in relation to special population groups.

6.10 Describe the types of security procedures within an exercise and fitness facility.

The learner will:

7. Understand how to control risks in an exercise and fitness facility

The learner can:

7.1 Identify possible hazards in an exercise and fitness facility.

7.2 Describe how to carry out a risk assessment in an exercise environment.

7.3 Describe how to control risks associated with hazards in an exercise environment.

7.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally.

The learner will:

8. Understand how to safeguard children and vulnerable adults

The learner can:

8.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults.

8.2 Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and vulnerable adults.

8.3 Identify the types of abuse an exercise and fitness instructor may encounter.

8.4 Identify possible signs of abuse.

8.5 Describe an exercise and fitness facility's typical reporting procedures for safeguarding children and vulnerable adults.

8.6 Describe the procedures to follow to protect oneself from accusations of abuse.

8.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults.

8.8 Explain when it may be necessary to contact statutory agencies.

8.9 Describe how to maintain the confidentiality of information relating to possible abuse.

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The learner will:

9. Understand processes to support a health and fitness business

The learner can:

9.1 Identify the components of financial planning for a health and fitness business.

9.2 Identify a typical product offer within an exercise and fitness facility and how an exercise and fitness instructor may be able to support this.

9.3 Describe the use of social media within a health and fitness business.

9.4 Identify how to set up a social media/digital profile.

Assessment specification

- Assessment workbook (Section B)
- Observation of consultation and gym session (Summative)

Lifestyle management and health awareness (K/616/7949)

Unit aim

This unit develops the knowledge an exercise and fitness instructor needs to promote a healthy and active lifestyle. This includes the importance of healthy eating and offering behaviour change strategies to support clients to adopt behaviours that will help them to prevent a range of health conditions

Unit content

The learner will:

1. Understand how to promote a healthy lifestyle

The learner can:

1.1 Define the components of health- and skill-related fitness.

1.2 Describe the benefits of a healthy and active lifestyle.

1.3 Describe the implications of obesity in the UK.

1.4 Describe how physical activity/exercise can help prevent common health conditions.

Chronic conditions including:

- coronary heart disease
- stroke
- some cancers
- type 2 diabetes
- hypertension
- obesity
- musculoskeletal conditions
- mental health conditions

1.5 Identify ways in which an exercise and fitness instructor could communicate the benefits of a healthy lifestyle to clients.

1.6 Identify when an exercise and fitness instructor should refer a client to another professional regarding their health and wellbeing.

1.7 Identify the relevant professionals an exercise and fitness instructor could refer a client to regarding their health and wellbeing.

1.8 Describe how technology can assist in a client's journey towards a healthy lifestyle.

The learner will:

2. Understand the importance of healthy eating

The learner can:

2.1 Describe the national food model/guide.

2.2 Describe key healthy eating advice that underpins a healthy diet.

2.3 Explain the importance of adequate hydration.

2.4 Explain professional role boundaries in relation to offering nutritional advice.

2.5 Describe the energy balance equation.

2.6 Explain the health risks of poor nutrition.

The learner will:

3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

3.1 Identify typical barriers to exercise/physical activity.

3.2 Explain why it is important for a client to take personal responsibility for their own fitness and motivation.

3.3 Identify behaviour change approaches/strategies to encourage adherence to exercise/physical activity.

3.4 Describe how to set short-, medium- and long-term SMART goals.

3.5 Identify how to review and revise short-, medium- and long-term SMART goals.

Assessment specification

- Assessment workbook (Section C)

Gym-based programme planning and preparation (D/616/7950)

Unit aim

This unit covers the knowledge and skills a gym instructor needs to plan and prepare gym-based exercise programmes for a range of clients, within their scope of practice. This includes demonstrating effective communication to engage and fully support clients.

Unit content

The learner will:

1. Understand the importance of adapting communication techniques when dealing with customers with differing needs

The learner can:

1.1 Identify the most appropriate ways of communicating with customers to meet their needs considering background, culture, and experience.

1.2 Explain how non-verbal communication affects the behaviour of the customer.

The learner will:

2. Understand how to collect client information to plan gym-based exercise

The learner can:

2.1 Identify different methods to collect client information, appropriate to the individual, including:

- **questionnaire (PARQ/PARQ +)**
- **interview/consultation**
- **informed consent**
- **observation**
- **fitness testing/physical measurements**

2.2 Explain the protocols to follow for screening clients prior to gym-based exercise.

2.3 Identify risk stratification models that can be utilised by a gym instructor, to include:

- **Initial ACSM Risk Stratification**

- **Morgan and Irwin**

2.4 Identify the variables that can be used when risk-stratifying clients.

2.5 Explain what is meant by low, medium and high risk.

2.6 Identify methods of supporting clients in overcoming barriers towards exercise.

2.7 Identify the importance of safely storing client information.

The learner will:

3. Understand how to use client information to plan gym-based exercise

The learner can:

3.1 Give examples of how client information affects the planning of gym-based exercise.

3.2 Identify the reasons for temporary deferral of exercise.

The learner will:

4. Understand how to plan gym-based exercise for a range of clients

The learner can:

4.1 Outline how to plan and adapt gym-based exercise to meet the needs of clients with different objectives, including:

- **apparently healthy**
- **older people**
- **young people (14-18)**

4.2 Explain why it is important to agree goals and objectives for gym-based exercise with clients.

4.3 Identify a range of exercises and methods of training for individual clients, including:

- **cardiovascular training methods**
- **cardiovascular equipment**
- **resistance training methods**
- **resistance equipment**
- **functional exercise**
- **flexibility and range of motion exercise**
- **motor skills**

The learner will:

5. Be able to collect and use information to plan a gym-based exercise programme for a range of clients

The learner can:

5.1 Use appropriate methods to collect information to plan gym-based exercise programmes, including:

- lifestyle questionnaire
- PAR-Q/PAR-Q +
- health assessments (choose based on relevance to the client's lifestyle and goals)

5.2 Use effective communication methods to engage and fully support the client.

5.3 Identify client needs and any possible risks from participation in a gym-based exercise programme, signposting when required.

5.4 Maintain client confidentiality.

5.5 Agree objectives with clients

- their needs and potential
- accepted good practice in the industry
- own level of competence

5.6 Interpret individual client information to select gym-based exercises that will help clients to develop:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills and functional ability

5.7 Suggest other activities to complement their programme according to interests.

5.8 Plan how to minimise any risks relevant to the programme.

5.9 Plan realistic timings and sequences for exercise.

5.10 Ensure gym-based exercise programmes are balanced according to individual goals in order to for adaptations to occur.

5.11 Record programme plans in an appropriate format.

5.12 Identify the importance of reviewing programmes at regular intervals and setting review dates accordingly.

Assessment specification

- Preparing for and planning an exercise session written documents
- Observation of consultation and gym session (Summative)
- Case studies
- Knowledge questions

Gym-based programme delivery and professional instruction (H/616/7951)

Unit aim

This unit covers the knowledge and skills a gym instructor needs to professionally and safely deliver an effective gym-based exercise session to a range of clients.

Unit content

The learner will:

1. Understand how to deliver gym inductions and gym-based exercise sessions to a range of clients

The learner can:

1.1 Identify the most appropriate ways of communicating with customers to meet their needs taking into account background, culture and experience.

1.2 Identify how to collect and assess client information.

1.3 Identify basic health and fitness assessments to assess suitability for a gym-based exercise programme.

1.4 Describe how a gym instructor could safely use the space and equipment in the gym environment.

1.5 Identify appropriate methods of reviewing individual client progress.

1.6 Explain the importance of reviewing client progress at regular intervals.

The learner will:

2. Be able to prepare self and equipment for inductions and exercise sessions in the gym environment for individuals and groups

The learner can:

2.1 Prepare self to supervise gym-based exercise.

2.2 Select equipment for gym-based programmes as appropriate to client's need and session.

2.3 Prepare the environment and equipment as appropriate to client's need.

The learner will:

3. Be able to introduce individuals and groups to a gym environment

The learner can:

3.1 Engage clients from the outset using effective communication to help client(s) feel welcome and at ease.

3.2 Perform a verbal health check prior to starting a session.

3.3 Confirm or revise plans with client(s) as appropriate.

3.4 Explain the purpose of each component of a gym session.

3.5 Advise client(s) of the facility's emergency procedures.

3.6 Demonstrate effective communication and behaviour at all times to provide a professional, positive client experience on behalf of self and the facility.

The learner will:

4. Be able to instruct gym-based exercise

The learner can:

4.1 Instruct safe and effective exercises for all components of a gym-based session (including safe lifting and spotting where required), to cover:

- **warm up**
- **cardio-vascular machines**
- **resistance machines**
- **free weights**
- **use of small apparatus**

- **body weight and functional exercises (functional to client needs)**
- **flexibility/mobility**
- **cool downs**

4.2 Identify methods of adapting gym-based exercise programmes to ensure appropriate progression and/or regression.

4.3 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions).

4.4 Check client understanding at regular intervals.

The learner will:

5. Be able to supervise clients undertaking gym-based exercise

The learner can:

5.1 Adopt appropriate positions to observe clients and respond to their needs.

5.2 Monitor the safety and intensity of exercise.

5.3 Use motivational styles appropriate to the clients and the exercise format.

5.4 Provide clear, supportive feedback and instruction at appropriate times.

The learner will:

6. Be able to bring a gym-based exercise session to an end

The learner can:

6.1 Allow sufficient time to end the session according to the clients' level of experience.

6.2 Use cool down activities that are safe and effective for the clients.

6.3 Give the clients an accurate summary of feedback on the session.

6.4 Give the clients the opportunity to:

- **reflect on the session**
- **ask questions**
- **provide feedback**
- **identify further needs**

6.5 Make sure the clients understand how to continue their gym-based exercise session without direct supervision.

6.6 Leave the environment in a condition acceptable for future use.

The learner will:

7. Be able to reflect on providing gym-based exercise

The learner can:

7.1 Review the outcomes of working with clients, taking into consideration client feedback.

7.2 Identify:

- how well the exercises met client needs.
- the effectiveness of session structure and equipment for meeting client needs.
- how effective and motivational the relationship with the client was.
- how well the instruction and communication style matched client needs.
- the safety and effectiveness of programme and exercises.
- things that went well and things to improve.

7.3 Identify how to improve personal practice.

7.4 Explain the value of reflective practice.

Assessment specification

- On course practical delivery of specific gym-based exercise
- Observation of consultation and gym session (Summative)

Applied anatomy and physiology (A/616/4747)

Unit aim

This unit covers essential Anatomy and Physiology knowledge a personal trainer requires for application to exercise programming and design for a range of clients.

Unit content

The learner will:

1. Understand optimal posture, causes of postural deviations and spinal conditions and the impact of exercise

The learner can:

1.1 Define 'Optimal Posture'.

1.2 Identify the causes of postural deviations.

1.3 Identify the structure and function of the stabilising ligaments and muscles of the spine.

1.4 Identify the structure and function of core and pelvic floor muscles.

1.5 Differentiate between local (deep) and global (superficial) muscles that support posture.

1.6 Explain 'local' core muscular changes that can occur due to poor postural awareness and stability.

1.7 Identify the potential medical conditions and spinal disorders that can occur as a result of postural deviations.

1.8 Describe the impact of core stabilisation exercise on posture and the potential for injury/aggravation of problems.

1.9 Clarify when stretching and strengthening protocols should be used to improve postural deviations.

The learner will:

2. Understand the structure and function of the musculoskeletal system

The learner can:

2.1 Identify the anatomical terms of location.

2.2 Recognise the anatomical planes of motion for joint actions and associated exercises.

2.3 Describe the classification of levers and their effect on joints/joint action, to include:

- first class levers
- second class levers
- third class levers

2.4 Demonstrate knowledge of anterior skeletal muscles and the joints they cross.

2.5 Demonstrate knowledge of posterior skeletal muscles and the joints they cross.

The learner will:

3. Understand the effects of exercise on the musculoskeletal system and disease processes

The learner can:

3.1 Explain the short and long-term effects of exercise on the musculoskeletal system.

3.2 Explain what is meant by the term 'Delayed Onset of Muscular Soreness' (DOMS).

3.3 Compare the effects of different types of exercise on the prevention and treatment of

- osteoporosis
- osteoarthritis

The learner will:

4. Understand the structure and function of the cardiorespiratory system

The learner can:

4.1 Describe coronary circulation.

4.2 Describe the effect of disease processes on the structure and functions of blood vessels.

4.3 Identify blood pressure classifications and associated risks.

4.4 Explain the following terms:

- cardiac cycle
- stroke volume
- cardiac output

4.5 Identify the short- and long-term effects of exercise on the cardio-respiratory system.

The learner will:

5. Know the structure and function of the nervous system and the effect of exercise on neuromuscular connections

The learner can:

5.1 Describe the specific roles and functions of:

- central nervous system (CNS)
- peripheral nervous system (PNS) including somatic and autonomic nervous system

5.2 Describe the process of muscle contraction, to include:

- transmission of a nervous impulse
- process of motor unit recruitment and muscle fibre innervation

5.3 Identify the structure and function of proprioceptors, to include:

- muscle spindles
- Golgi Tendon Organs

5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness.

5.5 Determine how plyometric exercise can utilise the stretch shortening cycle.

The learner will:

6. Know the structure and function of the endocrine system

The learner can:

6.1 Describe the structure of the endocrine system.

6.2 Identify major glands in the endocrine system.

6.3 Identify the function of key hormones in the body secreted by endocrine glands.

6.4 Describe hormonal responses to training and overtraining.

The learner will:

7. Know the classifications of energy systems and how they are utilised during exercise

The learner can:

7.1 Identify which energy systems are used according to type, duration and intensity of exercise and how they may interact.

7.2 Explain how the by-products of the three energy systems can affect performance.

7.3 Explain the effect of different types of training on the production of fuel for exercise.

Assessment specification

- Multiple choice question paper
- Workbook

Promoting wellness through client motivation and interaction (J/616/4749)

Unit aim

This unit aims to provide the fitness professional with sufficient knowledge and understanding of commonly occurring medically controlled diseases and health conditions, to enable them to effectively provide appropriate information advice and support to their clients through effective interaction.

Unit content

The learner will:

1. Understand components of a healthy lifestyle and factors that affect health and wellbeing

The learner can:

1.1 Define health.

1.2 Identify lifestyle factors that affect health and wellbeing.

1.3 Summarise the implications of short- and long-term exercise on health and wellbeing.

The learner will:

2. Understand psychological factors that can influence change to an individual's lifestyle

The learner can:

2.1 Describe psychological factors that could affect willingness to change to a healthy lifestyle.

2.2 Identify strategies that can positively affect a client's willingness to change to a healthy lifestyle.

The learner will:

3. Understand a range of health conditions and medically controlled diseases

The learner can:

- 3.1 Identify a range of medically controlled conditions that have an effect on lifestyle and wellbeing.**
- 3.2 Identify the symptoms of specific medically controlled conditions.**
- 3.3 Differentiate between causes of specific medically controlled conditions.**
- 3.4 Identify the risks and benefits of exercise for those with specific medically controlled conditions.**
- 3.5 Identify the exercise guidelines for those with specific medically controlled conditions.**
- 3.6 Describe professional boundaries when working with clients with specific medically controlled diseases.**

The learner will:

4. Know evidence-based pre-exercise health screening methods

The learner can:

- 4.1 Demonstrate methods of pre-exercise health screening.**
- 4.2 Identify why it is important to gain informed consent prior to consultation with a client.**
- 4.3 Identify the principles of recognised client risk stratification tools.**
- 4.4 Describe the factors that would indicate when a client is at low, medium, or high risk of an adverse effect during or after exercise, including absolute contraindications.**
- 4.5 Identify when it would be appropriate to refer a client to exercise or other medical professionals.**
- 4.6 Demonstrate professionalism and communication skills when offering advice or referring clients.**
- 4.7 Identify the legislative requirements when working with, or referring, clients.**

The learner will:

5. Understand a range of theories/approaches that can motivate positive behaviour change

The learner can:

5.1 Describe motivational theories/approaches that can assist clients in making positive changes to their lifestyle.

5.2 Identify a client's readiness to change.

5.3 Demonstrate appropriate communication techniques for gaining client information.

5.4 Identify appropriate strategies for intervention at each stage of change when required.

The learner will:

6. Understand how to professionally interact with clients and relevant professionals

The learner can:

6.1 Identify when it is important to adapt communication style to assist in motivating a client to improve health and wellbeing.

6.2 Explain the importance of a professional relationship with the client.

6.3 Demonstrate different communication styles and techniques that can be used with a client to:

- **introduce yourself**
- **build rapport**

6.4 Demonstrate use of communication techniques to motivate the client towards improving health and well-being during a consultation; to include:

- **active listening**
- **affirmations/language**
- **summaries**
- **reflective statements**
- **adaptation of style to suit the client.**

The learner will:

7. Know how to seek evidence-based/reputable health and wellbeing advice

The learner can:

7.1 Identify sources of reputable health and wellbeing advice and information for clients.

7.2 Summarise the evidence-based health benefits of physical activity.

7.3 Present evidence-based health benefits of physical activity to promote health and wellbeing.

Assessment specification

- Workbook
- Personal training showcase portfolio (written, observation)
- Knowledge questions

Bespoke exercise programme design (F/616/4751)

Unit aim

This unit aims to develop knowledge and skills required of a personal trainer in order to be able to design a health and fitness programme suitable to a client's specific goals and level of fitness.

Unit content

The learner will:

1. Understand how to screen clients prior to a personal training programme

The learner can:

1.1 Describe environmental and other factors to consider prior to conducting a one-to-one consultation with a client.

1.2 Summarise the purpose and benefits of using a lifestyle questionnaire, PAR-Q and a health commitment statement.

1.3 Analyse information collected from the client in order to identify client needs and goals.

The learner will:

2. Understand how to select and implement client assessments

The learner can:

2.1 Identify the client information that should be collected when designing a personal training programme.

2.2 Explain what to consider when selecting the most appropriate methods of collecting information according to client's needs.

2.3 Explain the factors that may influence validity, reliability and objectivity of assessment.

2.4 Explain the legal and ethical implications of collecting client information, including confidentiality.

The learner will:

3. Understand methods of static and dynamic fitness assessment

The learner can:

3.1 Identify the main static and dynamic fitness assessments/measurements that can inform programme design and are suitable for their clients.

3.2 Explain the importance of protocols for fitness assessments/measurements.

3.3 Analyse information gained from static and dynamic assessments to inform programme design.

The learner will:

4. Understand methods of postural assessment

The learner can:

4.1 Explain how an analysis of posture could inform programme design.

4.2 Demonstrate knowledge of optimum posture with reference to anatomical terms of location.

4.3 Identify postural deviations, with reference to anatomical terms of location, to include:

- **hyper-kyphosis**
- **hyper-lordosis**
- **upper-cross**
- **flat back**
- **sway back**

4.4 Identify methods of analysing both static and dynamic posture.

4.5 Identify appropriate methods of correcting postural deviations that are limiting the client ability.

The learner will:

5. Understand how to monitor and review client progress

The learner can:

5.1 Explain the importance of accurate record keeping regarding client information and programmes.

5.2 Explain the importance of regular assessments to monitor client progress.

5.3 Identify when a personal trainer might revise an exercise programme in consultation with a client.

The learner will:

6. Understand how to set and adapt meaningful SMART goals linked to client's individual needs, wants and motivators

The learner can:

6.1 Explain how to identify clients' short-, medium- and long-term goals.

6.2 Identify when personal trainers should involve others, apart from their clients, in goal setting.

6.3 Demonstrate how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme.

6.4 Identify circumstances in which it may be appropriate to adapt client goals.

The learner will:

7. Understand how to plan a safe personal training programme with clients

The learner can:

7.1 Identify credible sources of guidelines on programme design and safe exercise.

7.2 Identify how to progress or regress an exercise by manipulating variables that affect biomechanics.

7.3 Demonstrate how to apply the key principles of training and periodisation to design exercise programmes to achieve a client's short-, medium- and long-term goals.

7.4 Identify a range of safe and effective exercises/physical activities to meet individual client needs in developing components of fitness.

7.5 Identify resistance training guidelines for clients, to include (as appropriate):

- **muscular strength**

- muscular endurance
- muscular hypertrophy
- muscular power training

7.6 Identify cardiovascular training guidelines for a clients' specific training goals.

7.7 Demonstrate methods of monitoring exercise intensity during a session with a client.

7.8 Explain how to minimise risk of injury and overtraining in order to enable adaptation to occur for clients with varying levels of experience.

The learner will:

8. Understand the use of alternative environments and activities in programme design

The learner can:

8.1 Identify how to include physical activities as part of the client's lifestyle to complement exercise sessions.

8.2 Identify alternative training environments.

8.3 Demonstrate training systems that can be utilised when programming for sessions run in environments not designed specifically for exercise.

8.4 Demonstrate safety considerations when working with clients in alternative environments.

The learner will:

9. Be able to deliver small group personal training sessions

The learner can:

9.1 Demonstrate the different teaching styles which can be applied to small group training.

9.2 Identify safety considerations when working with groups.

9.3 Deliver safe and effective sessions utilising appropriate training methods for a group.

The learner will:

10. Be able to collect and analyse health screening and fitness assessment information to inform programme design and delivery

The learner can:

10.1 Establish a rapport with the client from the outset.

10.2 Explain own role and responsibilities to clients.

10.3 Collect the information needed to plan a programme using appropriate methods relevant to the client.

10.4 Assess the client's readiness to change using appropriate methods.

10.5 Show sensitivity and empathy to clients and the information they provide.

10.6 Record the information using appropriate formats in a way that will aid analysis.

10.7 Refer the client to an appropriate professional when required.

Assessment specification

- Workbook
- Personal training showcase (observation, written)
- Knowledge questions
- Learner log – on course (observation)

Customised exercise programme instruction and communication techniques (J/616/4752)

Unit aim

This unit aims to provide the personal trainer with the knowledge and skills required to deliver an exercise programme specific to clients' goals.

By emphasising the importance of effective communication and interpersonal skills, it also aims to provide the personal trainer with the additional “soft skills” which are essential when seeking to develop a successful professional personal training practice.

Unit content

The learner will:

1. Understand fitness training techniques that are suitable for a personal training session

The learner can:

1.1 Identify suitable fitness training techniques for components of fitness that can be used within a client programme to achieve their individual goals.

1.2 Distinguish which of the training techniques might be suitable for:

- an inexperienced individual/beginner
- an experienced individual/athlete

The learner will:

2. Understand how to observe and monitor clients during sessions

The learner can:

2.1 Demonstrate different methods of monitoring clients' progress during exercise; to include:

- use of heart rate monitors
- mobile apps
- pedometers
- general discussion/feedback
- observation
- talk test
- rate of perceived exertion

2.2 Demonstrate how to use teaching skills to assist in monitoring clients during sessions as appropriate.

2.3 Demonstrate when it may be necessary to adapt planned exercises to meet clients' needs.

2.4 Identify environmental concerns to be aware of to ensure client safety and effectiveness of exercise.

The learner will:

3. Understand the legal and ethical responsibilities of a personal trainer when working with clients

The learner can:

3.1 Describe legislation relating to the role of a personal trainer regarding:

- equality and diversity
- safeguarding
- health and safety at work

3.2 Explain the legal requirements of a personal trainer with regard to the recording, storing and disposal of client information.

3.3 Explain the purpose of Personal Liability Insurance.

3.4 Explain the importance of working within the scope of practice as a Personal Trainer.

The learner will:

4. Understand the principles of best practice for a personal trainer

The learner can:

4.1 Describe how to portray a professional image as a personal trainer.

4.2 Explain how to access accurate information and support when working as a personal trainer.

4.3 Describe the codes of practice expected of a personal trainer as laid out by regulatory bodies.

4.4 Identify other professionals with whom a personal trainer may need to share clients' information upon referral.

4.5 Explain the importance of continuous professional development.

The learner will:

5. Be able to plan and prepare personal training sessions

The learner can:

5.1 Plan a range of exercises/physical activities for a session to help clients achieve their objectives and goals, covering:

- **cardiovascular exercise**
- **resistance exercise**
- **functional exercise**
- **core stability**
- **flexibility/mobility**

5.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities.

The learner will:

6. Be able to prepare clients for personal training sessions

The learner can:

6.1 Help clients feel at ease in the exercise environment through use of appropriate communication skills.

6.2 Explain the planned objectives and exercises/physical activities to clients and how they support clients' goals.

6.3 Explain the physical and technical demands of the planned exercises/physical activities to clients.

6.4 Demonstrate how planned exercise/physical activity can be progressed or regressed to meet their goals.

6.5 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities.

6.6 Negotiate and agree with clients any changes to the planned exercises/physical activities that:

- **meet their goals and preferences**
- **enable them to maintain progress**

6.7 Identify reasons for changing planned activities based on client feedback, to include:

- **injury**
- **stress**
- **illness**

6.8 Record changes to clients plans.

The learner will:

7. Be able to safely instruct and support clients during the session

The learner can:

7.1 Use motivational styles that:

- are appropriate to the clients
- are consistent with accepted good practice.

7.2 Provide warm-ups appropriate to the clients, planned exercise and the environment.

7.3 Make best use of the environment in which clients are exercising, to include:

- time keeping
- appropriateness:
 - for the client
 - for other gym users
 - for the specific training approach

7.4 Provide instructions, explanations and demonstrations that are technically correct, safe, and effective.

7.5 Utilise a range of training systems for each component that are suitable for the client.

7.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required.

7.7 Use different methods of monitoring client during exercise.

The learner will:

8. Be able to monitor clients and adapt programmes accordingly

The learner can:

8.1 Ensure clients can carry out the exercises safely on their own.

8.2 Analyse clients' performance, providing positive reinforcement throughout.

8.3 Correct techniques at appropriate points.

8.4 Modify exercises according to clients' performance and feedback.

The learner will:

9. Be able to bring exercise sessions to an end

The learner can:

9.1 Allow sufficient time for the closing phase of the session.

9.2 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition.

9.3 Provide clients with feedback and positive reinforcement.

9.4 Explain to clients how their progress links to their goals.

9.5 Provide clients with action plans to assist in their progress between sessions.

9.6 Leave the environment in a condition suitable for future use.

The learner will:

10. Be able to reflect on providing personal training sessions

The learner can:

10.1 Review the outcomes of working with clients including their feedback.

10.2 Identify:

- **how well the sessions met clients' goals**
- **how effective and motivational the relationship with the client was**
- **how well the instructing styles matched client's needs**

10.3 Identify how to improve personal practice.

The learner will:

11. Be able to reflect on own professional practice as a personal trainer

The learner can:

11.1 Review client feedback regarding personal performance and effectiveness.

11.2 Identify:

- **how effective physical activities were.**
- **how effective and motivational the relationship with the client was.**

11.3 Review:

- how well the communication style and instruction methods adopted matched clients' needs.
- how well professional codes of ethics were adopted.
- how well the clients' health, safety and welfare were managed.
- the effectiveness of interacting and working with other members of staff.
- The effectiveness of the workout against the client's goals.

11.4 Summarise ways in which future practice can be improved.

The learner will:

12. Be able to develop own professional practice as a personal trainer

The learner can:

12.1 Produce a personal development plan that will help to improve professional practice.

12.2 Research methods of professional development that will assist in the achievement of personal goals.

Assessment specification	<ul style="list-style-type: none"> • Workbook • Personal Training showcase (observation, written) • Learner log – on course (observation) • Knowledge questions
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Nutrition to support physical activity (L/616/4753)

Unit aim

This unit aims to develop knowledge and understanding of key nutritional principles and healthy eating to support client goals. It also provides the learner with skills to analyse client nutritional intake in order to offer advice within scope of practice and integrate into fitness programme design.

Unit content

The learner will:

1. Understand the principles of nutrition

The learner can:

1.1 Summarise the structure and function of the digestive system.

1.2 Explain the meaning of key nutritional terms including:

- diet
- healthy eating
- nutrition
- balanced diet

1.3 Explain the following terms and their functions:

- macronutrients
- micronutrients

1.4 Identify food sources for each of the key nutrients.

1.5 Identify the calorific value of nutrients.

1.6 Explain the common terminology used in nutrition including:

- UK dietary reference values (DRV)
- recommended daily allowance (RDA)
- recommended daily intake (RDI)
- glycaemic index

1.7 Interpret food labelling information.

1.8 Explain the significance of healthy food preparation.

1.9 Explain professional role boundaries regarding offering nutritional advice to clients.

The learner will:

2. Understand the influence of nutrition on health

The learner can:

2.1 Explain the relationship between nutrition, physical activity, body composition and health including:

- links to disease / disease risk factors
- cholesterol
- types of fat in the diet

2.2 Identify health and performance implications of diets that encourage severe energy restriction.

2.3 Identify clients at risk of nutritional deficiencies.

2.4 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients.

2.5 Explain how nutritional intake can influence the actions of certain metabolic hormones.

2.6 Explain how cultural and religious dietary practices can influence nutritional advice.

2.7 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation.

2.8 Explain how to recognise the signs and symptoms of disordered eating.

2.9 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a registered dietician.

The learner will:

3. Understand key nutritional guidelines and evidence-based recommendations and how they can be applied to individual clients

The learner can:

3.1 Identify the range of professionals and professional bodies involved in the area of nutrition.

3.2 Explain how key healthy eating advice that underpins a healthy diet can be applied to clients whose goal is:

- **weight loss and health**
- **fat loss**
- **hypertrophy**
- **sports performance**

3.3 Identify the nutritional principles and key features of the national food model/guide.

3.4 Define portion sizes in the context of the National food model/guide.

3.5 Identify reliable sources of nutritional information.

The learner will:

4. Understand the relationship between nutrition and physical activity

The learner can:

4.1 Recognise the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production.

4.2 Explain the components of energy expenditure and the energy balance equation.

4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR).

4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors.

4.5 Identify nutritional requirements for different goals, to include:

- **fat loss**
- **weight loss**
- **hypertrophy**
- **sports performance**

4.6 Recognise the nutritional requirements and hydration needs of clients engaged in physical activity.

The learner will:

5. Understand how to collect information relating to nutrition

The learner can:

5.1 Identify why it is important to obtain clients' informed consent before collecting nutritional information.

5.2 Identify the information that needs to be collected to offer nutritional advice to clients.

5.3 Apply different methods of and analysing nutritional intake and body composition suitable for use with clients.

The learner will:

6. Understand how to use nutritional information

The learner can:

6.1 Recognise how to interpret collected information so that clients' needs, and nutritional goals can be identified with reference to current government healthy eating guidelines and evidence-based recommendations.

6.2 Identify how to interpret information gained from methods used to assess body composition and health risk in relation to weight.

6.3 Demonstrate how to sensitively divulge collected information and 'results' to clients.

6.4 Describe the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a registered dietician.

The learner will:

7. Be able to identify and analyse nutritional information to identify clients' dietary habits

The learner can:

7.1 Use a variety of tools to collect and record information about clients and their nutritional goals in an approved format.

7.2 Use a variety of tools to analyse collected information, including nutritional needs and preferences in relation to the client's current status and nutritional goals.

7.3 Explain the effect of different types of training on the production of fuel for exercise.

The learner will:

8. Be able to apply the principles of nutrition to a physical activity programme

The learner can:

8.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients.

8.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines.

8.3 Ensure that the nutritional goals support and integrate with other programme components.

8.4 Agree review points with the client.

8.5 Review the client's understanding of how to follow the nutritional advice as part of their physical activity programme.

8.6 Monitor, evaluate and review the client's progress towards their nutritional goals at appropriate times.

Assessment specification

- Multiple choice question paper
- Workbook
- Personal training showcase (written)
- Knowledge questions

Business acumen for personal trainers (Y/616/4755)

Unit aim

This unit aims to provide the knowledge and understanding a personal trainer requires to establish a business in either an employed or self-employed position.

Additionally, by focusing upon ways of both attracting and retaining clients it also provides them with a firm foundation for successful growth.

Unit content

The learner will:

1. Understand marketing strategies and techniques in planning and promotion

The learner can:

- 1.1. Describe how a health and fitness business may use marketing as a tool for business development.**
- 1.2 Explain the importance of developing a marketing plan for a health and fitness business.**
- 1.3 Identify the different components of the marketing mix to create a plan.**
- 1.4 Assess the types and sources of market research and their value in developing the business idea and creating a marketing plan.**
- 1.5 Use different research methods to identify the needs and expectations of different types of potential customers.**
- 1.6 Identify tools and techniques to analyse and interpret data from market research.**
- 1.7 Explain the reasons for identifying the market that buys into your business purpose.**

The learner will:

2. Understand how to sell personal training services to clients

The learner can:

2.1 Summarise the stages of the sales cycle, to include:

- prospecting
- setting appointments
- qualifying
- presenting
- handling objections
- closing
- asking for referrals (when appropriate)

2.2 Describe the importance of portraying your beliefs as to why you want to be a personal trainer when selling services to potential customers.

2.3 Identify the importance of understanding the needs and expectations of personal training services for different demographics.

2.4 Explain why it is important to correctly identify client's needs and expectations in relation to the services offered.

2.5 Explain the importance of giving clients the opportunity to ask questions and discuss the services and their benefits.

2.6 Explain why it is important to agree terms with the client and how to do so.

2.7 Identify the relevant documents that need to be completed and why these are important.

The learner will:

3. Understand how to communicate the benefits of the personal training service

The learner can:

3.1 Explain the advantages and disadvantages of different promotional activities/ways of communicating, to include:

- use of social media
- press release
- flyer/poster
- digital marketing
- competitions
- cold calling
- referrals

3.2 Explain how to choose appropriate promotional activities to both attract and retain clients.

3.3 Create a brand image in the marketplace that clearly identifies the business.

The learner will:

4. Know the components and the purpose of a business plan relevant to a personal training business

The learner can:

4.1 Describe the purpose of a business plan

4.2 Identify the audience for the business plan.

4.3 Describe the key elements of the business plan, to include:

- **executive summary**
- **mission statement**
- **management team and personnel**
- **the business opportunity**
- **business objectives**
- **marketing and sales strategy**
- **financial forecasts**

4.4 Identify and record specific business objectives for a proposal that are specific, measurable, achievable/agreed realistic and time framed (SMART).

4.5 Describe various activities that can support achievement of business objectives and business growth.

4.6 Identify the uses of performance measurement tools and techniques used to monitor achievement of business objectives.

The learner will:

5. Understand how to legally set up a business as a personal trainer

The learner can:

5.1 State the legal responsibilities of having `self-employed` status.

5.2 Identify legal and regulatory requirements of businesses within the health and fitness industry.

5.3 Describe the different ways of operating as self-employed including the advantages and disadvantages of each.

5.4 Explain the elements of a valid business contract and the matters contained within.

The learner will:

6. Understand financial requirements when setting up and running a health and fitness business

The learner can:

6.1. Explain the HMRC business accounting requirements when registered as self-employed, to include:

- **bookkeeping**
- **registering with the HMRC**
- **HMRC taxation returns**

6.2 Explain the following financial terminology relating to business accounting:

- **gross income**
- **taxable income**
- **net income**
- **break even**
- **income tax**
- **PAYE including current rates of Personal Allowances and Tax Rates**
- **Value Added Tax (VAT) including calculations and thresholds**
- **National Insurance Contributions**
- **HMRC allowable expenses and capital allowances**

6.3 Identify start-up costs that may impact the business proposal.

6.4 Assess sources and types of finance and investment required to fund the start-up of a health and fitness business.

6.5 Explain the need for and importance of cash flow forecasting to ensure business survival and how to produce a cash flow forecast.

6.6 Explain the benefits of carrying out a cost-benefit analysis and how to do so.

The learner will:

7. Be able to plan, market and sell health and fitness services

The learner can:

7.1 Gather, analyse, and interpret market research to identify a viable health and fitness product or service using relevant methods, tools and techniques.

7.2 Identify competitors and analyse their strengths and weaknesses in comparison to own (using SWOT analysis).

7.3 Identify the types of clients who might be interested in the services and the benefits promoted.

7.4 Develop a marketing plan for the proposed business using the SMART model.

7.5 Create an effective marketing campaign to promote the business and its products/services.

Assessment specification

- Personal trainer showcase (written)
- Workbook
- Knowledge questions

Pathway 1: Kettlebell and Suspended Movement Training

Plan and deliver kettlebell training (A/618/6490)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan and deliver safe and effective kettlebell training.

Unit content

The learner will:

1. Understand the history and origins of kettlebell training

The learner can:

- 1.1 Describe the origins of the kettlebell.**
- 1.2 Describe the history of kettlebell training.**
- 1.3 Describe the component parts of a kettlebell.**

The learner will:

2. Understand the benefits of kettlebell training

The learner can:

- 2.1 Identify the benefits of using kettlebells.**
- 2.2 Explain the role of kettlebells in functional training.**
- 2.3 Describe physiological adaptations to kettlebell training.**

The learner will:

3. Understand health and safety considerations for kettlebell training

The learner can:

- 3.1 Identify health and safety considerations when instructing kettlebell training sessions.**
- 3.2 Identify possible contraindications to kettlebell training.**
- 3.3 Describe potential risks associated with kettlebell training.**

The learner will:

4. Understand how to incorporate kettlebell training into resistance sessions

The learner can:

4.1 Identify different types of classes/training that kettlebell exercises/lifts can be integrated into.

4.2 Explain the different resistance training systems that kettlebells can be used with.

The learner will:

5. Be able to plan kettlebell training sessions

The learner can:

5.1 Identify aims and objectives for kettlebell training sessions.

5.2 Select appropriate kettlebell lifts/exercises to include in the training session.

5.3 Identify exercise order, timings and rest periods for kettlebell training sessions.

5.4 Identify adaptations/changes to session due to equipment, facilities or the participants.

5.5 Record content of kettlebell training sessions.

The learner will:

6. Be able to prepare for kettlebell training sessions

The learner can:

6.1 Prepare self for kettlebell training sessions.

6.2 Select appropriate equipment for kettlebell training sessions.

6.3 Prepare the environment and equipment to meet participants' needs.

6.4 Prepare participant/s for kettlebell training sessions.

The learner will:

7. Be able to instruct kettlebell training

The learner can:

7.1 Demonstrate technically correct kettlebell exercises and lifts.

7.2 Provide clear and concise explanations for each kettlebell exercise and lift.

7.3 Adopt appropriate positions to observe participants.

7.4 Monitor safety, effectiveness and intensity of kettlebell training.

7.5 Adapt exercises with suitable progression and regression according to participants' needs.

The learner will:

8. Be able to communicate effectively

The learner can:

8.1 Demonstrate the use of verbal and non-verbal communication.

8.2 Provide feedback and instructing points which are timely, clear and motivational.

8.3 Communicate as appropriate to participant needs and the environment.

The learner will:

9. Be able to reflect on kettlebell training

The learner can:

9.1 Give feedback to participants on their performance.

9.2 Gain feedback from participants on sessions.

9.3 Evaluate session and own performance.

9.4 Record areas for improvement.

Assessment specification

- Worksheet
- Session plan
- Observation
- Session evaluation

Plan and deliver suspended movement training (F/618/6491)

Unit aim

This unit aims to equip the learner with the skills required to plan and deliver suspended movement training sessions, making activities imaginative, progressive and effective.

Unit content

The learner will:

1. Understand the history and origins of suspended movement training

The learner can:

1.1 Describe the history and origins of suspended movement training.

The learner will:

2. Understand the benefits of suspended movement training

The learner can:

2.1 Identify the benefits of suspended movement training including:

- **Functional**
- **Physiological**
- **For the Fitness instructor.**

2.2 Outline the strengths and weaknesses of suspended movement training when compared to other exercise modalities.

The learner will:

3. Understand health and safety considerations for suspended movement training

The learner can:

3.1 Identify health and safety considerations when planning suspended movement training.

3.2 Describe the importance of equipment set up for safety and technique in reducing risk to participants.

The learner will:

4. Be able to plan suspended movement training sessions

The learner can:

- 4.1 Identify aims and objectives for the suspended movement training session.**
- 4.2 Select appropriate suspended movement training exercises for the training session.**
- 4.3 Identify exercise order, timings and rest periods for suspended movement training exercises.**
- 4.4 Identify adaptations/changes to session due to equipment, facilities or the participant(s).**
- 4.5 Record content of suspended movement training sessions in an appropriate format.**

The learner will:

5. Be able to prepare for suspended movement training sessions

The learner can:

- 5.1 Prepare self for suspended movement training session.**
- 5.2 Ensure participant(s) suitability for suspended movement training session.**
- 5.3 Follow manufacturer's guidelines to safely anchor and set up suspended movement training equipment ready for exercise.**
- 5.4 Conduct a pre-exercise weight test on suspended movement training equipment.**

The learner will:

6. Be able to instruct suspended movement training sessions

The learner can:

- 6.1 Demonstrate a technically correct range of suspended movement training exercises.**
- 6.2 Provide the main preparation points for each exercise.**
- 6.3 Provide clear and concise explanations for each suspended movement training exercise.**
- 6.4 Monitor safety, effectiveness and intensity of each suspended movement training exercise.**
- 6.5 Adapt exercises with suitable progression and regression according to participants' needs.**

The learner will:

7. Be able to communicate effectively whilst instructing suspended movement training sessions

The learner can:

7.1 Demonstrate the use of verbal and non-verbal communication.

7.2 Provide feedback and instructing points which are timely, clear and motivational.

7.3 Communicate as appropriate to participant needs and the environment.

The learner will:

8. Be able to reflect on suspended movement training sessions

The learner can:

8.1 Give feedback to participants on their performance.

8.2 Gain feedback from participants' regarding the session.

8.3 Record areas for improvement.

8.4 Evaluate session and own performance.

Assessment specification

- Worksheet
- Session plan
- Observation of practical teaching
- Session evaluation

Pathway 2: Group Exercise Instructing units

Principles of planning and delivering group exercise (L/618/6381)

Unit aim

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, safely deliver and review effective group exercise sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand how to plan group exercise sessions for a range of participants within scope of practice

The learner can:

- 1.1. Identify different group exercise class types/genres.**
- 1.2. Identify methods for screening participants prior to a group exercise session.**
- 1.3. Identify risk stratification models that can be utilised by a group exercise instructor.**
- 1.4. Explain what is meant by low, medium and high risk.**
- 1.5. Understand how to apply the principles and variables of fitness to a group exercise session.**
- 1.6. Explain why it is important to agree goals and objectives for a group exercise session with participants.**
- 1.7. Describe a range of exercises and methods of training.**
- 1.8 Suggest other activities available within a health and fitness facility to complement the programme according to interests of participants.**
- 1.9. Identify the importance of reviewing programmes at regular intervals and setting review dates accordingly.**

The learner will:

2. Understand how to use participant information to plan group exercise sessions

The learner can:

2.1. Give examples of how participant information affects the planning of a group exercise session.

2.2. Outline how to plan and adapt a group exercise session to meet the needs of participants with different objectives, including:

- **Apparently healthy adults**
- **Older people (50+)**
- **Young people (13-18 years)**
- **Antenatal/postnatal.**

2.3. Identify methods of adapting group exercise sessions to ensure appropriate progression and/or regression.

2.4. Describe the differences between programming exercise for physical fitness and for health benefits.

The learner will:

3. Understand how to prepare activity area and equipment for group exercise sessions

The learner can:

3.1. Know how to prepare the environment and equipment as appropriate.

3.2 Know the correct procedures for checking and dealing with any equipment used.

The learner will:

4. Understand how to use music to enhance group exercise

The learner can:

4.1 Describe the psychological effects of using music in a group exercise session.

4.2 Identify the legalities of using music in group exercise.

4.3 Describe how music assists in the planning of group exercise sessions.

The learner will:

5. Understand how to introduce group exercise sessions to participants

The learner can:

5.1. Know the importance of performing a verbal health check prior to starting a session.

5.2. Know the importance of advising participants of the facility's emergency procedures.

The learner will:

6. Know a variety of skills and characteristics of an effective group exercise instructor

The learner can:

6.1 Identify characteristics of a group exercise instructor.

6.2 Identify a variety of methods to motivate and encourage participants to perform physical activity.

Assessment specification

- Knowledge questions

Plan and deliver group circuit training (R/618/6382)

Unit aim:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group circuit training sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand how to plan group circuit training sessions

The learner can:

1.1 Describe the importance of careful and thorough planning for group circuit training sessions.

The learner will:

2. Understand how to use music for group circuit training sessions

The learner can:

2.1 Outline considerations for selecting music for each component of group circuit training sessions.

2.2 Explain how music can be used to regulate the intensity of group circuit training sessions.

The learner will:

3. Understand specific principles in providing group circuit training sessions

The learner can:

3.1 Identify different types and formats of group circuit training sessions using the principles of fitness to develop:

- **cardiovascular fitness**
- **muscular fitness**

- flexibility
- functional ability
- motor skills.

3.2 Describe how to plan group circuit training sessions that are suitable for meeting the needs of participants with different objectives.

3.3 Identify a range of equipment used in group circuit training sessions and its uses.

3.4 Describe the principles of group behaviour management during group circuit training sessions.

The learner will:

4. Be able to plan a group circuit training session

The learner can:

4.1 Identify session objectives.

4.2 Plan a safe and effective group circuit training session for a range of participants.

4.3 Identify the appropriate music tempo for each component of the class (as appropriate).

4.4 Identify suitable adaptation including progressions and regressions where appropriate.

4.5 Identify environment and equipment checks to be carried out prior to the session.

4.6 Record programme plans in an appropriate format.

The learner will:

5. Be able to prepare to instruct a group circuit training session

The learner can:

5.1 Prepare the environment and/or equipment as appropriate to the session.

5.2 Carry out a risk assessment in the group circuit training environment.

The learner will:

6. Be able to introduce a group circuit training session to participants

The learner can:

6.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.

6.2 Prepare participants for the group circuit training session.

6.3 Perform a verbal health check prior to starting the session.

6.4 Confirm or revise plans with participants as appropriate.

The learner will:

7. Be able to deliver a group circuit training session

The learner can:

7.1 Deliver a safe and effective group circuit training session.

7.2 Demonstrate safe and effective exercise techniques for different abilities.

7.3 Establish and maintain appropriate exercise intensity for each component.

7.4 Monitor and improve the performance of participants.

7.5. Use appropriate methods to correct and reinforce technique for safety and effectiveness.

7.6 Make use of suitable music (as appropriate to the class format and session).

7.7 Use the volume, pitch and voice projection relative to the music with or without a microphone.

7.8 Manage time effectively within the session.

7.9 Check participants' understanding at regular intervals.

7.10 Communicate as appropriate to participants' needs.

7.11 Adopt appropriate positions to observe participants and respond to their needs.

7.12 Use motivational styles appropriate to the participants and the exercise format.

7.13 Make use of suitable equipment (as appropriate to the class format and session).

The learner will:

8. Be able to bring a group circuit training session to an end

The learner can:

8.1 Allow sufficient time to end the session according to participants' level of fitness.

8.2 Give the participants an accurate summary of feedback on the session.

8.3 Give the participants the opportunity to:

- **reflect on the session**
- **ask questions**
- **provide feedback**

- identify further needs.

8.4 Leave the environment in a condition acceptable for future use.

The learner will:

9. Be able to reflect on providing a group circuit training session

The learner can:

9.1 Review the outcomes of working with participants and taking into consideration participant feedback.

9.2 Identify:

- how well the exercises met participants' needs
- the effectiveness of session structure and equipment for meeting participant needs
- how effective and motivational the relationship with the participants was
- how well the instruction and communication style matched participants' needs
- the safety and effectiveness of programme and exercises
- things that went well as well as things to improve.

9.3 Identify how to improve personal practice.

9.4 Explain the value of reflective practice.

Assessment specification

- Plan and deliver group circuit training knowledge questions
- Planning documents (written)
- Observation of practical teaching

Plan and deliver group exercise to music: freestyle (Y/618/6383)

Unit aim:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group exercise to music: freestyle sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand how to plan group exercise to music sessions

The learner can:

1.1 Describe the importance of careful and thorough planning for (freestyle format) group exercise to music sessions.

The learner will:

2. Understand how to develop choreography for group exercise to music sessions

The learner can:

2.1 Describe the principles for developing choreography for group exercise to music sessions.

2.2 Identify the basic movement patterns used in group exercise to music sessions.

2.3 Describe how to develop participant coordination by building exercises/movements up gradually.

2.4 Describe effective methods of combining movements.

The learner will:

3. Understand how to use music for group exercise to music sessions

The learner can:

3.1 Outline considerations for selecting music for each component of group exercise to music sessions.

3.2 Identify how to break down music for group exercise to music sessions.

3.3 Explain how music can be used to regulate the intensity of group exercise to music sessions.

The learner will:

4. Be able to plan a safe and effective group exercise to music session

The learner can:

4.1 Identify session objectives.

4.2 Plan a safe and effective group exercise to music session for a range of participants.

4.3 Identify the correct timings for each component of the exercise to music session.

4.4 Identify appropriate music tempo for each component of the class.

4.5 Plan safe and effective choreography for an exercise to music session.

4.6 Identify suitable adaptation including progressions and regressions where appropriate.

4.7 Identify environment and equipment checks to be carried out prior to the session.

4.8 Record programme plans in an appropriate format.

The learner will:

5. Be able to prepare to instruct a group exercise to music session

The learner can:

5.1 Prepare the environment and/or equipment as appropriate to the session.

5.2 Carry out a risk assessment in the group exercise to music environment.

The learner will:

6. Be able to introduce a group exercise to music session to participants

The learner can:

6.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.

6.2 Prepare participants for the group exercise to music session.

6.3 Perform a verbal health check prior to starting the session.

6.4 Confirm or revise plans with participants as appropriate.

The learner will:

7. Be able to deliver a group exercise to music session

The learner can:

7.1 Deliver a safe and effective group exercise to music session.

7.2 Demonstrate safe and effective exercise techniques for different abilities.

7.3 Establish and maintain appropriate exercise intensity for each component.

7.4 Develop participant coordination by building exercise to music patterns logically.

7.5 Demonstrate effective methods of combining movement patterns.

7.6 Monitor and improve the performance of participants.

7.7. Use appropriate methods to correct and reinforce technique for safety and effectiveness.

7.8. Demonstrate effective cueing.

7.9 Use volume, pitch and voice projection relative to the music with or without a microphone.

7.10 Manage time effectively within the session.

7.11 Check participants' understanding at regular intervals.

7.12 Communicate as appropriate to participants' needs.

7.13 Use motivational styles appropriate to the participants and the exercise format.

7.14 Vary the pace and speed of exercises to ensure safety and effectiveness appropriate to the phase of the component/session.

7.15 Keep in time with the beat of the music.

7.16 Use effective choreography appropriate to each component of the exercise to music session and the group.

The learner will:

8. Be able to bring a group exercise to music session to an end

The learner can:

8.1 Allow sufficient time to end the session according to participants' level of fitness.

8.2 Give the participants an accurate summary of feedback on the session.

8.3 Give the participants the opportunity to:

- reflect on the session
- ask questions
- provide feedback
- identify further needs.

8.4 Leave the environment in a condition acceptable for future use.

The learner will:

9. Be able to reflect on providing a group exercise to music session

The learner can:

9.1 Review the outcomes of working with participants and taking into consideration participant feedback.

9.2 Identify:

- how well the exercises met participants' needs
- the effectiveness of session structure and equipment for meeting participant needs
- how effective and motivational the relationship with the participants was
- how well the instruction and communication style matched participants' needs
- the safety and effectiveness of programme and exercises
- things that went well as well as things to improve.

9.3 Identify how to improve personal practice.

9.4 Explain the value of reflective practice.

Assessment specification

- Plan and deliver group exercise to music: freestyle
- knowledge questions
- Planning documents (written)
- Observation of practical teaching

Plan and deliver group fitness walking (D/618/6384)

Unit aim:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group fitness walking sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand the benefits of walking programmes for all levels of fitness

The learner can:

1.1 Identify the link between walking and healthy living.

1.2 Identify the current guidelines for active living.

1.3 Identify the benefits of walking.

1.4 Identify types of walking.

The learner will:

2. Understand how to plan a group fitness walking session

The learner can:

2.1 Describe the importance of careful and thorough planning of a group fitness walking session.

The learner will:

3. Be able to plan a group fitness walking session

The learner can:

3.1 Identify session objectives.

3.2 Plan a safe and effective group fitness walking session for a range of participants.

3.3 Identify the correct timings for each component of the group fitness walking session.

3.4 Identify suitable adaptations including progressions and regressions where appropriate.

3.5 Identify how to use the outdoor environment to enhance a group fitness walking session.

3.6 Record programme plans in an appropriate format.

The learner will:

4. Be able to prepare to lead a group fitness walking session

The learner can:

4.1 Prepare the environment and/or equipment as appropriate to the session.

4.2 Carry out a risk assessment of the group fitness walking environment.

The learner will:

5. Be able to introduce group fitness walking sessions to participants

The learner can:

5.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.

5.2 Prepare participants for the group fitness walking session.

5.3 Perform a verbal health check prior to starting the session.

5.4 Confirm or revise plans with participants as appropriate.

The learner will:

6. Be able to lead a group fitness walking session

The learner can:

6.1 Deliver a safe and effective group fitness walking session.

6.2 Establish and maintain appropriate exercise intensity for each component.

6.3 Monitor and improve the performance of individuals.

6.4 Use appropriate methods to correct and reinforce technique for safety and effectiveness.

6.5 Manage a fitness walking group effectively in the outdoor environment.

6.6 Speak clearly and audibly for the outdoor environment.

6.7 Manage time effectively within the session.

6.8 Check participants' understanding at regular intervals.

6.9. Communicate as appropriate to participants' needs.

6.10 Adopt appropriate positions to observe participants and respond to their needs.

6.11 Use motivational styles appropriate to the participants and the exercise format.

The learner will:

7. Be able to bring a group fitness walking session to an end

The learner can:

7.1 Allow sufficient time to end the session according to participants' level of fitness.

7.2 Give the participants an accurate summary of feedback on the session.

7.3 Give the participants the opportunity to:

- **reflect on the session**
- **ask questions**
- **provide feedback**
- **identify further needs.**

7.4 Leave the environment in a condition acceptable for future use.

The learner will:

8. Be able to reflect on providing a group fitness walking session

The learner can:

8.1 Review the outcomes of working with participants and taking into consideration participant feedback

8.2 Identify:

- **how well the exercises met participants' needs**
- **the effectiveness of session structure and equipment for meeting participant needs**
- **how effective and motivational the relationship with the participants was**
- **how well the instruction and communication style matched participants' needs**
- **the safety and effectiveness of programme and exercises**
- **things that went well as well as things to improve.**

8.3 Identify how to improve personal practice

8.4 Explain the value of reflective practice

Assessment specification

- Plan and deliver group fitness walking worksheet knowledge questions
- Planning documents (written)
- Observation of practical teaching

Plan and deliver group indoor cycling (H/618/6385)

Unit aim:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group indoor cycling sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Know the benefits of group indoor cycling

The learner can:

1.1 Outline the benefits of group indoor cycling.

1.2 Identify the muscles that are trained during indoor cycling.

The learner will:

2. Understand health and safety in relation to group indoor cycling

The learner can:

2.1 Explain the safe workings of an indoor cycle, including:

- components
- checks required
- adjustments.

2.2 State the importance of safety checks, including:

- screening participants
- correct saddle height
- suitable clothing and footwear.

2.3 Explain the difference between free and fixed wheel cycling, including:

- the use of toe straps/fixings
- technique for stopping.

2.4 State the importance of ensuring participants maintain adequate hydration throughout the session.

2.5 Describe how to set up the indoor cycle for safety and effectiveness.

The learner will:

3. Understand the principles and variables used within a group indoor cycling session

The learner can:

3.1 Describe a variety of hand positions used during a group indoor cycling session.

3.2 Describe a range of riding techniques.

3.3 Identify methods of varying intensity in an indoor cycling session.

3.4 State the importance of maintaining the correct cadence throughout the session.

3.5 Explain what is meant by training profile within an outdoor training session.

3.6 Describe the purpose of different types of training profile.

The learner will:

4. Understand how to monitor and improve participant performance during group indoor cycling sessions

The learner can:

4.1 Explain the importance of observing participants' technique during a group indoor cycling session.

4.2 Explain how to correct participants' technique during a group indoor cycling session.

4.3 Describe ways to monitor intensity during a group indoor cycling session.

4.4 Explain the value of incorporating visualisation techniques during a group indoor cycling session.

4.5 Describe how to motivate and encourage participants to perform to their best ability during a group indoor cycling session.

The learner will:

5. Understand how to use music during group indoor cycling sessions

The learner can:

5.1 Explain how music may be used to regulate the intensity of different profiles/sections of the session.

The learner will:

6. Be able to plan a group indoor cycling session

The learner can:

6.1 Design safe and effective group indoor cycling training profiles which include suitable activities for each class component, including:

- warm-up
- main session
- cool-down.

6.2 Identify session objectives.

6.3 Identify the correct timings for each component of the group indoor cycling session.

6.4 Identify appropriate music tempos for each component of the class.

6.5 Identify suitable adaptation including progressions and regressions where appropriate.

6.6 Identify environment and equipment checks to be carried out prior to the session.

6.7 Record programme plans in an appropriate format.

The learner will:

7. Be able to prepare to instruct a group indoor cycling session

The learner can:

7.1 Prepare the environment and/or equipment as appropriate to the session.

7.2 Carry out a risk assessment of the group indoor cycling environment.

The learner will:

8. Be able to prepare participants for a group indoor cycling session

The learner can:

8.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.

8.2 Prepare participants for the group indoor cycling session including:

- the purpose/aims
- health and safety advice.

8.3 Perform a verbal health check prior to starting the session.

8.4 Instruct participants in the safe set up of their own bikes.

8.5 Explain key health and safety aspects of the group indoor cycling session to participants, including the:

- difference between free and fixed wheel cycling
- importance of regular hydration.
- use of toes straps/fixings.

8.6 Describe to participants the exercises and activities, including physical and technical demands, including:

- hand positions
- riding techniques
- cadence.

8.7 Confirm or revise plans with participants as appropriate.

The learner will:

9. Be able to deliver a group indoor cycling session

The learner can:

9.1 Deliver a safe and effective group indoor cycling session.

9.2 Demonstrate safe and effective exercise techniques for different abilities.

9.3 Vary the riding techniques to ensure safety and effectiveness for different participants.

9.4 Use different profiles to simulate an outdoor 'journey'.

9.5 Adapt the following in accordance with participants' needs:

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- riding techniques
- cadence
- profiles.

9.6 Use volume, pitch and voice projection relative to the music with or without a microphone.

9.7 Manage time effectively within the session.

9.8 Check participants' understanding at regular intervals.

9.9 Communicate as appropriate to participants' needs.

9.10 Use motivational styles appropriate to the participants and the exercise format.

9.11 Present a positive image of self and organisation to participants.

The learner will:

10. Be able to bring a group indoor cycling session to an end

The learner can:

10.1 Allow sufficient time to end the session according to participants' level of fitness.

10.2 Give the participants an accurate summary of feedback on the session.

10.3 Give the participants the opportunity to:

- reflect on the session
- ask questions
- provide feedback
- identify further needs.

10.4 Leave the environment in a condition acceptable for future use.

The learner will:

11. Be able to reflect on providing a group indoor cycling session

The learner can:

11.1 Review the outcomes of working with participants and taking into consideration participant feedback.

11.2 Identify:

- how well the exercises met participants' needs
- the effectiveness of session structure and equipment for meeting participant needs

- how effective and motivational the relationship with the participants was
- how well the instruction and communication style matched participants' needs
- the safety and effectiveness of programme and exercises
- things that went well as well as things to improve.

11.3 Identify how to improve personal practice.

11.4 Explain the value of reflective practice.

Assessment specification

- Plan and deliver group indoor cycling knowledge questions
- Planning documents (written)
- Observation of practical teaching

Plan and deliver group step exercise to music (K/618/6386)

Unit aims:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group step exercise to music sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand the history of group step exercise to music

The learner can:

1.1 Outline the history of group step exercise to music.

1.2 Identify the benefits of group step exercise to music.

The learner will:

2. Understand the safety requirements when teaching group step exercise to music sessions

The learner can:

2.1 Identify the different types of step equipment available.

2.2 Describe how to safely set up step equipment.

2.3 Describe how to step in a safe and effective manner.

2.4 Identify the importance of using the correct music tempos for group step exercise to music sessions.

The learner will:

3. Understand how to develop choreography for group step exercise to music sessions

The learner can:

3.1 Describe the principles for developing choreography for group step exercise to music sessions.

3.2 Identify how to break down music for group step exercise to music sessions.

3.3 Outline how the following are used to develop step exercise to music choreography:

- **add on**
- **layering**
- **verse and chorus**
- **continuous play music**
- **repetition reduction.**

3.4 Identify the basic movement patterns used in group step exercise to music sessions.

The learner will:

4. Understand how to plan group step exercise to music sessions

The learner can:

4.1 Describe the importance of careful and thorough planning for group step exercise to music sessions.

The learner will:

5. Be able to plan a group step exercise to music session

The learner can:

5.1 Identify session objectives.

5.2 Plan a safe and effective group step exercise to music group session for a range of participants.

5.3 Identify the correct timings for each component of the step exercise to music session.

5.4 Identify appropriate music tempos for each component of the class.

5.5 Plan safe and effective choreography for a step exercise to music session.

5.6 Identify suitable adaptation including progressions and regressions where appropriate.

5.7 Identify environment and equipment checks to be carried out prior to the session.

5.8 Record programme plans in an appropriate format.

The learner will:

6. Be able to prepare to instruct a group step exercise to music session

The learner can:

6.1 Prepare the environment and/or equipment as appropriate to the session.

6.2 Carry out a risk assessment of the group step exercise to music environment.

The learner will:

7. Be able to introduce a group step exercise to music session to participants

The learner can:

7.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.

7.2 Prepare participants for the group step exercise to music session.

7.3 Perform a verbal health check prior to starting the session.

7.4 Confirm or revise plans with participants as appropriate.

The learner will:

8. Be able to deliver a group step exercise to music session

The learner can:

8.1 Deliver a safe and effective group step exercise to music session.

8.2 Demonstrate safe and effective exercise techniques for different abilities.

8.3 Establish and maintain appropriate exercise intensity for each component.

8.4 Develop participant coordination by building step exercise to music patterns logically.

8.5 Demonstrate effective methods of combining step patterns.

8.6 Monitor and improve the performance of participants.

8.7. Use appropriate methods to correct and reinforce technique for safety and effectiveness.

8.8. Demonstrate effective cueing.

8.9 Use the volume, pitch and voice projection relative to the music with or without a microphone.

8.10 Manage time effectively within the session.

8.11 Check participants' understanding at regular intervals.

8.12 Communicate as appropriate to participants' needs.

8.13 Use motivational styles appropriate to the participants and the exercise format.

8.14 Vary the pace and speed of step patterns to ensure safety and effectiveness appropriate to the phase of the component/session.

8.15 Step to the beat of the music.

8.16 Use effective choreography appropriate to each component of the step exercise to music session and the group.

The learner will:

9. Be able to bring a group step exercise to music session to an end

The learner can:

9.1 Allow sufficient time to end the session according to participants' level of fitness.

9.2 Give the participants an accurate summary of feedback on the session.

9.3 Give the participants the opportunity to:

- **reflect on the session**
- **ask questions**
- **provide feedback**
- **identify further needs.**

9.4 Leave the environment in a condition acceptable for future use.

The learner will:

10. Be able to reflect on providing a group step exercise to music session

The learner can:

10.1 Review the outcomes of working with participants and taking into consideration participant feedback.

10.2 Identify:

- **how well the exercises met participants' needs**
- **the effectiveness of session structure and equipment for meeting participant needs**
- **how effective and motivational the relationship with the participants was**
- **how well the instruction and communication style matched participants' needs**

- the safety and effectiveness of programme and exercises
- things that went well as well as things to improve.

10.3 Identify how to improve personal practice.

10.4 Explain the value of reflective practice.

Assessment specification

- Plan and deliver group step exercise to music knowledge questions
- Planning documents (written)
- Observation of practical teaching

Plan and deliver group studio resistance training (M/618/6387)

Unit aims:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group studio resistance training sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content:

The learner will:

1. Understand the benefits of group studio resistance training for all levels of fitness

The learner can:

- 1.1 Identify the health and fitness benefits of studio resistance training.**
- 1.2 Identify recommended guidelines for improving muscular strength and endurance.**
- 1.3 Identify advantages and disadvantages of barbells and dumbbells over resistance machines.**

The learner will:

2. Understand the safety elements of using equipment in studio resistance training sessions

The learner can:

- 2.1 Describe how to safely use different types of studio resistance equipment.**

The learner will:

3. Understand specific principles in providing studio resistance training sessions

The learner can:

- 3.1 Understand specific principles for developing studio resistance training sessions.**
- 3.2 Identify the order of muscles used in the studio resistance training session to give a balanced overall body approach.**
- 3.3 Identify a range of exercise speeds that can be used in studio resistance sessions and how they affect intensity.**

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3.4 Understand how to breakdown music for studio resistance training sessions.

3.5 Identify the importance of using the correct music tempos for group studio resistance sessions.

The learner will:

4. Understand how to plan a group studio resistance training session

The learner can:

4.1 Describe the importance of careful and thorough planning of a group studio resistance session.

The learner will:

5. Be able to plan a group studio resistance training session

The learner can:

5.1 Identify session objectives.

5.2 Plan a safe and effective group studio resistance session for a range of participants.

5.3 Identify the appropriate music tempo for each component of the class.

5.4 Identify suitable adaptations including progressions and regressions where appropriate.

5.5 Identify environment and equipment checks to be carried out prior to the session.

5.6 Record programme plans in an appropriate format.

The learner will:

6. Be able to prepare to instruct group studio resistance training sessions

The learner can:

6.1 Prepare the environment and/or equipment as appropriate to the session.

6.2 Carry out a risk assessment in the group resistance training environment.

The learner will:

7. Be able to introduce a group studio resistance training session to participants

The learner can:

7.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.

7.2 Prepare participants for the group studio resistance training session.

7.3 Perform a verbal health check prior to starting the session.

7.4 Confirm or revise plans with participants as appropriate.

The learner will:

8. Be able to deliver a group studio resistance training session

The learner can:

8.1 Deliver a safe and effective group studio resistance training session.

8.2 Demonstrate safe and effective exercise techniques for different abilities.

8.3 Establish and maintain an appropriate exercise intensity for each component.

8.4 Monitor and improve the performance of participants.

8.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness.

8.6 Use effective cueing (where appropriate).

8.7 Use volume, pitch and voice projection relative to the music (with or without a microphone).

8.8 Manage time effectively within the session.

8.9 Check participants' understanding at regular intervals.

8.10 Communicate as appropriate to participants' needs.

8.11 Adopt appropriate positions to observe participants and respond to their needs.

8.12 Use motivational styles appropriate to the participants and the exercise format.

The learner will:

9. Be able to bring a group studio resistance session to an end

The learner can:

9.1 Allow sufficient time to end the session according to participants' level of fitness.

9.2 Give the participants an accurate summary of feedback on the session.

9.3 Give the participants the opportunity to:

- **reflect on the session**
- **ask questions**
- **provide feedback**
- **identify further needs.**

9.4 Leave the environment in a condition acceptable for future use.

The learner will:

10. Be able to reflect on providing a group studio resistance training session

The learner can:

10.1 Review the outcomes of working with participants and taking into consideration participant feedback.

10.2 Identify:

- how well the exercises met participants' needs
- the effectiveness of session structure and equipment for meeting participants' needs
- how effective and motivational the relationship with the participants was
- how well the instruction and communication style matched participants' needs
- the safety and effectiveness of programme and exercises
- things that went well as well as things to improve.

10.3 Identify how to improve personal practice.

10.4 Explain the value of reflective practice.

Assessment specification

- Plan and deliver group studio resistance training knowledge questions
- Planning documents (written)
- Observation of practical teaching

Plan and deliver group water-based exercise (F/618/6393)

Unit aim:

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review group water-based exercise sessions for a range of participants within their scope of practice. This includes demonstrating effective communication to engage and fully support participants.

Unit content:

The learner will:

1. Understand the benefits of group water-based exercise

The learner can:

1.1 Explain the benefits of group water-based exercise.

The learner will:

2. Understand the range of equipment commonly used in group water-based exercise sessions

The learner can:

2.1 Identify the range of equipment used in group water-based exercise sessions.

2.2 Outline advantages and disadvantages of using equipment in group water-based exercise sessions.

The learner will:

3. Understand key features of the pool environment that affect session planning

The learner can:

3.1 Describe how positioning in different depths of water affects:

- exercise intensity
- posture and stability
- different body compositions.

3.2 Outline the importance of following environmental factors when planning group water-based exercise sessions.

3.3 Describe specific factors that can affect safety during group water-based exercise sessions.

3.4 Describe the effects of thermoregulation and considerations for planning and instructing group water-based exercise sessions.

3.5 Identify factors to consider when including non-swimmers in group water-based exercise sessions.

The learner will:

4. Understand specific principles when developing group water-based exercise sessions

The learner can:

4.1 Identify specific principles when developing group water-based exercise sessions.

The learner will:

5. Understand how to plan group water-based exercise sessions

The learner can:

5.1 Describe the importance of careful and thorough planning of group water-based exercise sessions.

5.2 Outline the importance of using correct music tempos for group water-based exercise sessions.

5.3 Understand how to develop choreography.

The learner will:

6. Be able to plan a group water-based exercise session

The learner can:

6.1 Identify session objectives.

6.2 Plan a safe and effective group water-based exercise session for a range of participants.

6.3 Identify the correct timings for each component of a group water-based exercise session.

6.4 Identify the correct music tempo for each component of a group water-based exercise session.

- 6.5 Identify suitable equipment for a group water-based exercise session.**
- 6.6 Identify suitable adaptation including progressions and regressions where appropriate.**
- 6.7 Identify environment and equipment checks to be carried out prior to the session.**
- 6.8 Record programme plans in an appropriate.**

The learner will:

7. Be able to prepare to instruct a group water-based exercise session

The learner can:

- 7.1 Prepare the environment and/or equipment as appropriate to the session.**
- 7.2 Carry out a risk assessment in the group water-based exercise environment.**

The learner will:

8. Be able to introduce the group water-based exercise session to participants

The learner can:

- 8.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.**
- 8.2 Prepare participants for the group water-based exercise session.**
- 8.3 Perform a verbal health check prior to starting the session.**
- 8.4 Confirm or revise plans with participants as appropriate.**

The learner will:

9. Be able to deliver a group water-based exercise session

The learner can:

- 9.1 Deliver safe and effective exercises during a group water-based exercise session.**
- 9.2 Demonstrate a range of suitable activities for a group water-based exercise session.**
- 9.3 Establish and maintain appropriate exercise intensity for each component.**
- 9.4 Monitor and improve the performance of individuals.**
- 9.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness.**
- 9.6 Demonstrate effective cueing (where appropriate).**
- 9.7 Use the volume, pitch, and voice projection relative to the music with or without a microphone.**

9.8. Manage time effectively within the session.

9.9 Check participants understanding at regular intervals.

9.10 Communicate as appropriate to participants' needs.

9.11 Use motivational styles appropriate to the participants and the exercise format.

9.12 Vary the pace and speed of a water-based exercise session to ensure safety and effectiveness appropriate to the phase of the component / session.

9.13 Demonstrate the principles of group management during a water-based exercise class.

9.14 Utilise the beat of the music if choreographed to music.

The learner will:

10. Be able to bring a group water-based exercise session to an end

The learner can:

10.1 Allow sufficient time to end the session according to participants' level of fitness.

10.2 Give the participants an accurate summary of feedback on the session.

10.3 Give the participants the opportunity to:

- **reflect on the session**
- **ask questions**
- **provide feedback**
- **identify further needs.**

10.4 Leave the environment in a condition acceptable for future use.

The learner will:

11. Be able to reflect on providing a group water-based exercise session

The learner can:

11.1 Review the outcomes of working with participants and taking into consideration participant feedback.

11.2 Identify:

- **how well the exercises met participants' needs**
- **the effectiveness of session structure and equipment for meeting participants' needs**
- **how effective and motivational the relationship with the participants was**

- how well the instruction and communication style matched participants' needs
- the safety and effectiveness of programme and exercises
- things that went well and things to improve.

11.3 Identify how to improve personal practice.

11.4 Explain the value of reflective practice.

Assessment specification

- Plan and deliver group water-based exercise knowledge questions
- Planning documents (written)
- Observation of practical teaching

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