



YMCA Level 2 Diploma in Promoting Health and Wellness (601/0191/X)

Qualification Specification



YMCA Awards

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YMCA Level 2 Diploma in Promoting Health and Wellness

Qualification Specification

Qualification number: 601/0191/X

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Introduction

About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether taking their first steps into fitness or simply wishing to boost their skills. Our high quality resources and assessment materials have been created by leading 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

This qualification is regulated by:

- Ofqual
- CCEA (Council for Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

Qualification aim

This qualification is aimed at individuals wanting to pursue a career in sport, health and wellness in the health, fitness and active leisure sectors. This qualification will suit individuals who want to become fitness instructors and/or health/wellness advisers. It is suitable for those considering employment/self-employment in different settings: health and fitness clubs and the wider community.

Overview of knowledge, skills and understanding

Learners will cover:

Knowledge and understanding relating to the qualification

- Anatomy and physiology covering the heart and circulatory system, the respiratory system, structure and function of the skeleton, musculoskeletal system, postural and core stability, the nervous and energy systems and their relation to exercise.
- How to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.
- How to communicate with clients effectively and motivate clients to adhere to an exercise programme.
- An understanding of the benefits of a balanced diet and its contribution to a healthy lifestyle.
- An understanding of the principles of customer service.
- How to plan and prepare group exercise sessions.
- How to programme a variety of safe and effective exercise sessions for a range of clients.
- How to instruct a variety of exercise sessions.
- Understand factors that influence health and fitness.

- Understand the scientific basis of health promotion.
- Know ways to use own enterprise skills and characteristics.
- Be able to use enterprise skills to plan, present and evaluate an enterprising project.

Target group and age range

This qualification is aimed at a range of learners aged 14 and over.

Qualification structure

To achieve the YMCA Level 2 Diploma in Promoting Health and Wellness, learners must complete a minimum of 49 credits: 40 credits from the mandatory units and a minimum of 9 credits from the optional pairings.

Mandatory units

Unit reference number	Unit title	Level	Credit
A/600/9017	Principles of exercise, fitness and health	2	4
H/600/9013	Anatomy and physiology for exercise	2	6
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
T/600/9016	Health, safety and welfare in a fitness environment	2	2
R/601/9133	Engaging communities in physical activity	2	1
F/602/4084	Plan and prepare a walking session	2	2
J/504/1278	Lead a walking session	2	2
H/503/9974	Food groups and digestion	2	2
D/503/9973	Diet and nutrition for healthy living	2	3
F/505/2084	Utilising enterprise skills	2	5
J/600/1003	Delivery of effective customer service	2	6
L/505/0760	Know how to promote health for wellness	2	5

Optional pairings – learners **must** choose one of the following pairs of units

Unit reference number	Unit title	Level	Credit
F/600/9018	Planning gym-based exercise	2	4
A/600/9020	Instructing gym-based exercise	2	6

Unit reference number	Unit title	Level	Credit
Y/505/0762	Planning group circuit training sessions	2	4
R/505/0792	Instructing group circuit training	2	6

Unit reference number	Unit title	Level	Credit
F/600/9021	Planning group exercise to music sessions	2	4
J/600/9022	Instructing group exercise to music	2	6

Unit reference number	Unit title	Level	Credit
A/600/9048	Planning health related exercise and physical activity for children	2	3
T/600/9050	Instructing health related exercise and physical	2	6

The Total Qualification Time (TQT) for this qualification is 490. The Guided Learning Hours (GLH) assigned are minimum of 348 maximum 350.

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:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- 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)
- E-learning 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 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 feedback before your next EQA visit, please email us: awards.products@ymca.co.uk.

Entry requirements

There are no entry requirements for this qualification.

Opportunities for progression

Future employment possibilities

This qualification can lead to employment as a Fitness Instructor and will enable the learner to engage community groups in health and wellness activities.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- YMCA Level 3 Award in Nutrition for Physical Activity
- YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients (if gym or ETM pathway is selected)
- YMCA Level 3 Award in Adapting Exercise for Independently Active, Older People (if gym or ETM pathway is selected)
- YMCA Level 3 Award in Adapting Exercise for Ante Natal and Post Natal Clients (if gym or ETM pathway is selected)
- YMCA Level 3 Certificate in Personal Training (if gym pathway is selected)
- YMCA Level 3 Diploma in Exercise Referral (if gym pathway is selected)
- YMCA Level 3 Diploma in Teaching Pilates (if gym or ETM pathway is selected)
- YMCA Level 3 Diploma in Teaching Yoga (if gym or ETM pathway is selected).

Mapping to standards

There are National Occupational Standards that link to this qualification. For more information please go to <http://www.ukstandards.org.uk/>.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approval 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 approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

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 CCEA (Council for Curriculum, Examinations and Assessment).

Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that 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.

Enquires and appeals procedures

YMCA Awards has 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 (e.g., 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 (e.g., know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

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

The YMCA Level 2 Diploma in Promoting Health and Wellness is assessed through a combination of internal and external assessment.

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.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to evidence 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 Assessments and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods see the suggested example in the ‘Qualification content’ section of this specification.

External assessment

You can access mock papers by logging onto the centre home page and viewing this link:
www.ymcaawards.co.uk/download-resources/mock-papers.

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(s) 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

Principles of exercise, fitness and health (A/600/9017)

Unit aim

This unit covers the knowledge an instructor needs to programme safe and effective exercise for a range of clients, including understanding the health benefits of physical activity and the importance of healthy eating.

Unit content

The learner will:

1. Understand the effects of exercise on the body

The learner can:

- 1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training
- 1.2 Identify the short and long term effects of exercise on blood pressure
- 1.3 Describe the 'blood pooling' effect following exercise
- 1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise
- 1.5 Describe delayed onset of muscle soreness (DOMS)
- 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness
- 1.7 Describe the short and long term effects of different types of exercise on muscle
- 1.8 Describe different exercises that can improve posture

The learner will:

2. Understand the components of fitness

The learner can:

- 2.1 Define the components of health related fitness
- 2.2 Define the components of skill related fitness

2.3 Identify the factors that affect health and skill related fitness

The learner will:

3. Understand how to apply the principles and variables of fitness to an exercise programme

The learner can:

3.1 Describe the physiological implications of:

- specificity
- progressive overload
- reversibility
- adaptability
- individuality
- recovery time

3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

3.3 Explain the principles of a progressive training programme in developing components of fitness

3.4 Explain how to recognise when and how to regress a training programme

3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)

3.6 Describe the effect of speed on posture, alignment and intensity

3.7 Describe the effect of levers, gravity and resistance on exercise

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

The learner will:

4. Understand the exercise contraindications and key safety guidelines for special populations

The learner can:

4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)

4.4 Describe the key safety considerations for working with disabled people

The learner will:

5. Understand how to safely monitor exercise intensity

The learner can:

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:

- the talk test
- Rate of Perceived Exertion (RPE)
- heart rate monitoring and the use of different heart rate zones

The learner will:

6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases including:

- Coronary Heart Disease
- Some cancers
- Type 2 Diabetes
- Hypertension
- Obesity
- Osteoporosis

The learner will:

7. Understand the importance of healthy eating

The learner can:

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Assessment specification

- Externally set multiple-choice theory paper

Anatomy and physiology for exercise (H/600/9013)

Unit aims

This unit covers the knowledge an instructor needs about basic anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.

Unit content

The learner will:

1. Understand the structure and function of the circulatory system

The learner can:

- 1.1 Identify the location of the heart
- 1.2 Describe the function of the heart
- 1.3 Describe the structure of the heart
- 1.4 Describe how blood moves through the four chambers of the heart
- 1.5 Describe systemic and pulmonary circulation
- 1.6 Describe the structure and functions of blood vessels
- 1.7 Define blood pressure
- 1.8 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 of the lungs
- 2.2 Describe the function of the lungs
- 2.3 Describe the structure of the lungs
- 2.4 Identify the main muscles involved in breathing

2.5 Describe the passage of air through the respiratory tract

2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs

The learner will:

3. Understand the structure and function of the skeleton

The learner can:

3.1 Describe the basic functions of the skeleton

3.2 Identify the structures of the axial skeleton

3.3 Identify the structures of the appendicular skeleton

3.4 Explain the classification of bones

3.5 Explain the structure of long bone

3.6 Explain the stages of bone growth

3.7 Describe posture in terms of:

- curves of the spine
- neutral spine alignment
- potential ranges of motion of the spine
- postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy

The learner will:

4. Understand joints in the skeleton

The learner can:

4.1 Describe the classification of joints

4.2 Describe the structure of synovial joints

4.3 Describe the types of synovial joints and their range of motion

4.4 Describe joint movement potential and joint actions

The learner will:

5. Understand the muscular system

The learner can:

5.1 Identify the three types of muscle tissue

5.2 Define the characteristics and functions of the three types of muscle tissue

5.3 Describe the basic structure of skeletal muscle

5.4 Name and locate the anterior skeletal muscles

5.5 Name and locate the posterior skeletal muscles

5.6 Describe the structure and function of the pelvic floor muscles

5.7 Describe the different types of muscle action

5.8 Identify the joint actions brought about by specific muscle group contractions

5.9 Identify skeletal muscle fibre types and their characteristics

The learner will:

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

The learner can:

6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes and their implications for exercise, plus specific implications for working with:

- Young people in the 14-16 age range
- Antenatal and postnatal women
- Older people (50 plus)

The learner will:

7. Understand energy systems and their relation to exercise

The learner can:

7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate

7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise

The learner will:

8. Understand the nervous system and its relation to exercise

The learner can:

8.1 Describe the role and functions of the nervous system

8.2 Describe the principles of muscle contraction

8.3 Describe the 'all or none law'/motor unit recruitment

8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness

Assessment specification

- Externally set multiple-choice theory paper

Know how to support clients who take part in exercise and physical activity (M/600/9015)

Unit aim

This unit covers the knowledge and skills required for an instructor to communicate with their clients effectively, as well as to motivate their clients into an exercise programme. Learners will apply the knowledge and skills they have learned to provide a more client-focused approach to their training.

Unit content

The learner will:

1. Understand how to form effective working relationships with clients

The learner can:

- 1.1 Explain why it's important to form effective working relationships with clients
- 1.2 Explain why it's important to present oneself and the organisation positively to clients
- 1.3 Describe how different communication skills can be used to assist clients with motivation
- 1.4 Explain the importance of valuing equality and diversity when working with clients

The learner will:

2. Understand how to address barriers to exercise/physical activity that clients experience

The learner can:

- 2.1 Identify the typical barriers to exercise/physical activity that clients experience
- 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence

2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

The learner will:

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

The learner can:

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

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence

3.3 Identify different 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 Describe how to review and revise short, medium and long term SMART goals

The learner will:

4. Understand how to provide ongoing customer service to clients

The learner can:

4.1 Explain the importance of client care both for the client and the organisation

4.2 Explain why it is important to deal with clients needs to their satisfaction

4.3 Identify where to source relevant and appropriate information to meet clients needs

4.4 Explain the importance of dealing with any delay in meeting clients needs timely and effective

4.5 Give examples of how to exceed customer expectations, when appropriate

4.6 Explain the importance of handling client complaints positively following an organisation's procedure

Assessment specification

Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

Health, safety and welfare in a fitness environment (T/600/9016)

Unit aim

This unit aims to provide learners with the knowledge and understanding required to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Unit content

The learner will:

1. Understand emergency procedures in a fitness environment

The learner can:

- 1.1 Identify the types of emergencies that may occur in a fitness environment
- 1.2 Describe the roles that different staff and external services play during an emergency
- 1.3 Explain the importance of following emergency procedures calmly and correctly
- 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

The learner will:

2. Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation
- 2.5 Describe the types of security procedures that may apply in a fitness environment
- 2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

3. Understand how to control risks in a fitness environment

The learner can:

3.1 Identify possible hazards in a fitness environment, relating to:

- facilities
- equipment
- working practices, including lifting and handling of equipment
- client behaviour
- security
- hygiene

3.2 Describe how to risk assess the types of possible hazards in a fitness environment

3.3 Describe how to control risks associated with hazards in a fitness environment

3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

The learner will:

4. Understand how to safeguard children and vulnerable adults

The learner can:

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

4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults

4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

4.6 Describe the procedures to follow to protect oneself from accusations of abuse

4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

4.8 Explain when it may be necessary to contact statutory agencies

4.9 Describe how to maintain the confidentiality of information relating to possible abuse

Assessment specification

Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

Engaging communities in physical activity (R/601/9133)

Unit aim

To provide learners with the underpinning knowledge and skills required to understand how to engage communities into participating in physical activity. The unit seeks to develop skills and understanding, enabling learners to work with the target community to raise physical activity levels. It will empower learners to support behaviour change at an individual level in the adoption and maintenance of a more active lifestyle as well as signposting individuals to further opportunities and support.

Unit content

The learner will:

1 Understand the profile of their community in relation to physical activity for health

The learner can:

1.1 Describe the features of their role when working with communities

1.2 Describe the profile of their community

1.3 Identify opportunities for participation in physical activity within their community

The learner will:

2 Understand how to establish the needs of a target community

The learner can:

2.1 Identify needs of a target community

2.2 Prioritise needs of a target community

2.3 Record information in an appropriate manner

The learner will:

3 Understand the opportunities for physical activity in their community

The learner can:

3.1 Identify funding opportunities for physical activity in their community

3.2 Identify potential partners for the delivery of physical activity

3.3 Describe how to seek data/feedback to inform changes to physical activity sessions

3.4 Describe how to 'signpost' individuals who wish to participate in physical activity to related:

- Organisations
- Activities
- New opportunities

3.5 Describe the barriers and motivations to participation in regular physical activity

The learner will:

4 Know the methods required to engage individuals and groups in physical activity

The learner can:

4.1 Describe the skills required to engage individuals

4.2 Describe the skills required to engage groups

4.3 Describe a range of social marketing methods

The learner will:

5 Know how to coach and support change

The learner can:

5.1 Use practical approaches to support change

5.2 Identify appropriate practical approaches for behaviour change in a community setting

Assessment specification

- Worksheet
- Observation

Plan and prepare a walking session (F/602/4084)

Unit aims

To provide learners with the knowledge to plan a safe and effective walking session that will enhance activity for health. Learners will understand how to plan an interesting walking session using the outdoor environment.

Unit content

The learner will:

1 Understand the link between walking and healthy living

The learner can:

1.1 Identify the link between walking and healthy living

1.2 State the guidelines for active living

The learner will:

2 Understand the benefits of walking programmes for all levels of fitness

The learner can:

2.1 Identify the benefits of walking

2.2 Explain the physiological and psychological benefits of walking

The learner will:

3 Understand the importance of careful and thorough planning and preparation of a walking session

The learner can:

3.1 Identify guidance relevant to preparing a walking session

3.2 Identify the aspects of risk assessment that apply when planning a walking session

The learner will:

4 Understand the importance of structuring a walking session

The learner can:

4.1 Select appropriate exercises to achieve a safe warm up

4.2 Identify the correct structure for the main walking component

4.3 Identify the appropriateness of selected activities to the participants' skills levels

4.4 Identify methods for checking how participants are feeling

4.5 Select appropriate activities to achieve a cool down

4.6 Select appropriate stretches

4.7 Identify how to use the outdoor environment to enhance a walking session

Assessment specification

- Planning (session overview and session plan)

Lead A Walking Session (J/504/1278)

Unit aims

This unit aims to provide learners with the skills necessary to lead a safe and effective walking session to enhance activity for health. The learner will be able to lead a walking session designed around participant objectives using the outdoor environment.

Unit content

The learner will:

1 Be able to prepare to lead a walking session

The learner can:

1.1 Identify participant objectives

1.2 Prepare participants for the session

1.3 Explain to participants the purpose of the chosen activities

1.4 Provide health and safety advice to participants

1.5 Confirm or revise the session plan based on information gathered

The learner will:

2 Be able to lead a walking session

The learner can:

2.1 Explain to participants safe and effective exercise techniques for different abilities, covering:

- warm up and cool down exercises
- walking techniques relevant to each session component

2.2 Demonstrate safe and effective exercise techniques for different abilities

2.3 Demonstrate safe and effective speed of movement relevant to each component:

- warm up
- main component
- cool down

2.4 Use effective visual and verbal reinforcement for good technique

2.5 Manage a walking group effectively in the outdoor environment

2.6 Speak clearly and audibly for the outdoor environment

2.7 Monitor and improve the performance of individuals

2.8 Ask questions to confirm participants' understanding

2.9 Use language appropriate to participants and their needs

2.10 Manage time effectively within the session

The learner will:

3 Be able to reflect on providing a walking session

The learner can:

3.1 Review the outcomes of working with participants and their feedback

3.2 Identify how to improve personal practice

Assessment specification

- Leading a walking session (observation)
- Evaluating a walking session

Food groups and digestion (H/503/9974)

Unit aims

This unit covers knowledge and understanding relating to digestive process, as well as the food groups and their importance in maintaining a healthy lifestyle.

Unit content

The learner will:

1 Understand the structure and functions of the digestive system

The learner can:

1.1 Explain the functions of the digestive system

1.2 Describe the structure of the digestive system

1.3 Outline the roles of the digestive organs:

- Teeth
- Oesophagus
- Stomach
- Small intestine
- Large intestine

1.4 Describe the movement of food through the digestive system

1.5 Explain the roles of the digestive enzymes

1.6 Describe the digestion of carbohydrates, fats and proteins

The learner will:

2 Understand the role of macro-nutrients in the diet

The learner can:

2.1 Explain the function, in the body, of the macro-nutrients:

- Carbohydrates
- Dietary fibre
- Fats
- Proteins

2.2 Describe the structure of the macro-nutrients:

- Simple carbohydrates
- Complex carbohydrates
- Fats
- Essential amino acids
- Non-essential amino acids

2.3 List the primary food sources of the macro-nutrients:

- Simple carbohydrates
- Complex carbohydrates
- Dietary fibre
- Fats
- Proteins

The learner will:

3 Understand the role of micro-nutrients in the diet

The learner can:

3.1 Explain the function, in the body, of the micro-nutrients:

- Vitamins
- Minerals

3.2 List the primary food sources of:

- Vitamins
- Minerals

Assessment specification

- Worksheet

Diet and nutrition for healthy living (D/503/9973)

Unit aims

This unit covers knowledge and understanding relating to diet and nutrition and the relationship they share with healthy living.

Unit content

The learner will:

1 Understand the Glycaemic Index

The learner can:

- 1.1 Explain the concept of the Glycaemic Index (GI)
- 1.2 Explain the importance of maintaining blood sugar levels
- 1.3 Explain how to use diet to maintain blood sugar levels

The learner will:

2 Understand the role of cholesterol

The learner can:

- 2.1 Explain the role of cholesterol in the body
- 2.2 Explain the risks associated with high cholesterol levels in the body

The learner will:

3 Understand the guidelines for a healthy, balanced diet

The learner can:

- 3.1 Define the term 'healthy, balanced diet'
- 3.2 Define the term DRV – Dietary Reference Values
- 3.3 Identify current recommendations for dietary daily intakes for the general population
- 3.4 Explain the following terms:
 - Reference Nutrient Intakes (RNI's)
 - Estimated Average Requirements (EAR's)
 - Lower Reference Nutrient Intakes (LRNI's)

3.5 Explain the use of 'The eat well' plate for a healthy, balanced diet

3.6 Describe portion sizes for the main food groups

3.7 Explain the health implications of over and under-consumption of:

- Fats
- Proteins

3.8 Explain the importance of water for healthy living

The learner will:

4 Understand obesity and weight management

The learner can:

4.1 Explain the ways that obesity is measured

4.2 List the classifications for obesity

4.3 Describe the relationship between obesity and disease

4.4 Explain why an individual may gain weight

4.5 Explain the term 'energy balance'

4.6 Explain the implications of energy balance in weight control

4.7 Define the term 'calorie'

4.8 Explain the relevance of calorie intake for weight control

4.9 Explain the basic principles of a weight loss programme

4.10 State the benefits of physical activity in relationship to weight management

4.11 Explain the term Activities for Daily Living (ADL) in relationship to weight management

4.12 Describe the benefits of Activities for Daily Living (ADL)

4.13 List activities for daily living that can easily be incorporated into an individual's lifestyle

Assessment specification

- Presentation

Delivery of effective customer service (J/600/1003)

Unit aims

This unit aims to provide learners with the knowledge and understanding required to ensure customer satisfaction during the purchase and use of an organisation's products or services.

Unit content

The learner will:

1 Describe the principles of customer service

The learner can:

- 1.1 Identify the purpose of customer service
- 1.2 Describe how customer service affects the success of the organisation
- 1.3 Describe different types of customers of an organisation
- 1.4 Identify the range of customer needs
- 1.5 Identify the customer service information which may be retained
- 1.6 Identify the difference between providing a product and providing a service
- 1.7 Describe what is meant by an after-sales service
- 1.8 Describe what is meant by a Unique Selling Point (USP) and a Unique Service Offer (USO)
- 1.9 Identify the methods a customer service deliverer can use to keep product and service knowledge up-to-date
- 1.10 Describe how an organisation can promote its products and/or services

The learner will:

2 Understand how customer needs and expectations are formed

The learner can:

- 2.1 Describe the purpose of an organisation's service offer

2.2 Describe how customer expectations are formed

2.3 Describe the interrelationship between customer satisfaction and customer expectations

2.4 Describe how customer needs can be identified

2.5 Identify the methods of obtaining customer feedback

2.6 Describe how an organisation can maintain customer loyalty

2.7 Identify why it is important to ensure effective customer relationships are maintained

2.8 Describe why it is important for a customer to be able to identify a 'brand'

The learner will:

3 Understand principles of responding to customers' problems or complaints

The learner can:

3.1 Identify common causes of customer problems and complaints

3.2 Identify different methods of communication

3.3 Describe the importance of adapting methods of communication and behaviour to meet the individual needs of customers

3.4 Explain how the non verbal communication of the service deliverer can affect the behaviour of the customer

3.5 Describe how personal presentation, approach and attitude will influence the perception of the service delivered

The learner will:

4 Identify the interpersonal and team working skills required in the customer service environment

The learner can:

4.1 Describe the skills required for effective team working

4.2 Describe how to maintain effective working relationships within a team

4.3 Describe the range of inter-personal skills required for effective customer service

The learner will:

5 Identify the legislation which supports the customer service process

The learner can:

5.1 Identify the key aspects of the legislation relating to consumer law

5.2 Identify the main principles of equal opportunities legislation in relation to providing customer service

5.3 Identify the responsibilities of the employer and employee under the Health and Safety at Work Act

5.4 Describe why it is important to respect customer and organisation confidentiality

5.5 Identify the main principles of the Data Protection Act

5.6 Identify how a code of practice or ethical standards can impact upon the activities of a service deliverer

Assessment specification

- Worksheet

Know how to promote health for wellness (L/505/0760)

Unit aims

This unit covers the knowledge and understanding required to promote healthy living. It looks at how to access local facilities to help with improvements to health and wellness and the scientific basis of health promotion. This information will enable the learner to support the promotion of health with individuals.

Unit content

The learner will:

1 Understand factors that influence health and wellness

The learner can:

1.1 Define:

- health
- wellness
- health promotion

1.2 Outline factors affecting health, to include:

- social class
- housing
- employment
- culture
- attitudes, values and beliefs
- lifestyle

1.3 Outline national health policies

1.4 Outline local initiatives for health promotion

The learner will:

2 Understand how local facilities can contribute to health improvement

The learner can:

2.1 Identify local facilities for health improvement, to include:

- healthy eating
- improving fitness
- reducing weight
- reducing alcohol intake
- stopping smoking

- sexual health

2.2 Explain how these facilities could contribute to health improvement

2.3 Describe how individuals can gain access to these facilities

The learner will:

3 Understand the scientific basis of health promotion

The learner can:

3.1 Outline the causes of body system-related diseases, to include:

- CHD
- Diabetes (type 2)
- obesity
- high blood pressure

3.2 Identify the effect(s) of these diseases on general health and wellness

3.3 Review current methods of prevention for these diseases

The learner will:

4 Know how to support the promotion of health with individuals'

The learner can:

4.1 State appropriate health promotion messages, to include:

- healthy eating
- improving fitness
- reducing weight
- reducing alcohol intake
- stopping smoking
- sexual health

4.2 Explain the role behaviour change plays in the success of health promotion

Assessment specification

- Research project

Utilising enterprise skills (F/505/2084)

Unit aims

This unit will provide the learner with the understanding and skills required to produce and present an enterprising project in a coherent format.

Unit content

The learner will:

1 Understand the nature of enterprise skills

The learner can:

1.1 Describe enterprise skills, attributes and behaviours

1.2 Explain the different sectors enterprise skills can be applied to, covering:

- business
- social enterprises
- civic enterprises

1.3 Explain how enterprise skills affect:

- business innovation growth
- the economy in general

The learner will:

2 Know ways to use own enterprise skills and characteristics

The learner can:

2.1 Identify own enterprise skills, attributes and behaviours

2.2 Identify how to use own enterprise skills, attributes and behaviours

The learner will:

3 Be able to use enterprise skills to plan an enterprising project

The learner can:

3.1 Describe an enterprising project within one of the following sectors:

- Business
- Social
- Public

3.2 Develop a plan for an enterprising project that includes:

- Project aim(s) SMART objectives
- Research data and justification for decision
- Marketing/communications strategy
- Financial forecasts and costings

3.3 Analyse the potential risks and rewards associated with the enterprising project

The learner will:

4 Be able to use enterprise skills to present an enterprising project

The learner can:

4.1 Present the planned enterprising project to include:

- Project aim(s)
- SMART objectives
- Research data and justification for decision
- Marketing/communications strategy
- Financial forecasts and costings

4.2 Give the audience the opportunity to:

- ask questions
- provide feedback
- identify further action required

4.3 Justify the planned enterprising project following audience feedback

The learner will:

5 Be able to evaluate the enterprising project

The learner can:

5.1 Identify:

- the effectiveness of the presentation
- the effectiveness of the project planning
- the viability of the project idea

5.2 Explain how further development of own enterprise skills, attributes and behaviours can enhance project success

Assessment specification

- Worksheet
- Plan, present and evaluate an enterprise project

Planning gym-based exercise (F/600/9018)

Unit aim

This unit covers the knowledge, understanding and skills required to plan and prepare a gym-based exercise programme with apparently healthy adults – both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, antenatal and postnatal women, and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover specialist sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

Unit content

The learner will:

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

The learner can:

1.1 Explain the process of informed consent

1.2 Describe different methods to collect client information, including:

- Questionnaire
- Interview
- Observation
- Physical measurements

1.3 Describe how to determine which methods of collecting information are appropriate according to the individual

1.4 Explain the principles of screening clients prior to gym-based exercise to include the use of the Physical Activity Readiness Questionnaire (PAR-Q)

The learner will:

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

The learner can:

2.1 Describe the factors, based on client screening, which may affect safe exercise participation

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

2.3 Identify the reasons for temporary deferral of exercise

2.4 Explain the reasons for referring clients to other professionals

The learner will:

3. Understand how to plan gym-based exercise with clients

The learner can:

3.1 Describe how to plan gym-based exercise to meet the needs of clients with different objectives

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

3.3 Identify a range of exercises for individual clients to develop:

- Cardiovascular fitness
- Muscular fitness
- Flexibility
- Motor skills

3.4 Identify a range of cardiovascular and resistance machines, and their uses

3.5 Describe how to plan gym-based exercise using circuit formats

The learner will:

4. Be able to collect and use client information to plan a gym-based exercise programme

The learner can:

4.1 Use appropriate methods to collect information to plan a gym-based programme

4.2 Check the information is accurate and up to date

4.3 Identify client needs and potential and any possible risks from participation in a gym-based programme

4.4 Maintain client confidentiality

The learner will:

5. Be able to plan a safe and effective gym-based exercise programme with clients

The learner can:

5.1 Agree objectives with clients appropriate to:

- Their needs and potential

- Accepted good practice in the industry
- Own level of competence

5.2 Select gym-based exercises that will help clients to develop:

- Cardiovascular fitness
- Muscular fitness
- Flexibility
- Motor skills

5.3 Plan how to minimise any risks relevant to the programme

5.4 Plan realistic timings and sequences for exercise

5.5 Record programme plans in an appropriate format

Assessment specification

- Worksheet
- Client interview, written programme overview and session plan

Instructing gym-based exercise (A/600/9020)

Unit aim

This unit covers the knowledge, understanding and skills a fitness instructor needs to instruct and supervise gym-based exercise to apparently healthy adults – both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, antenatal and postnatal women, and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover specialist sessions for young people, older adults, antenatal and postnatal women, and disabled clients.

Unit content

The learner will:

1. Understand how to provide gym-based exercise

The learner can:

1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of:

- cardiovascular machines
- resistance machines
- free weights

1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression

1.3 Describe how to develop client co-ordination by building exercises/movements up gradually

1.4 Describe the principles of behaviour management for group inductions

The learner will:

2. Be able to prepare self and equipment for gym-based exercise

The learner can:

2.1 Prepare self to supervise gym-based exercise

2.2 Select equipment for gym-based programmes as appropriate to client needs

2.3 Prepare the environment and equipment as appropriate to client needs

The learner will:

3. Be able to prepare clients for gym-based exercise

The learner can:

3.1 Help clients feel welcome and at ease

3.2 Explain the purpose and value of the exercises, including warm-up and cool-down

3.3 Describe the exercises, including their physical and technical demands

3.4 Confirm or revise plans with clients as appropriate

3.5 Advise clients of the facility's emergency procedures

3.6 Use warm up activities that are safe and effective for the clients

The learner will:

4. Be able to instruct gym-based exercise

The learner can:

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

4.2 Communicate as appropriate to client needs and the environment

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

5.4 Adapt exercises with suitable progressions and regressions according to client needs

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 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 programme of gym-based exercise 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 and client feedback

7.2 Identify:

- how well the exercises met client needs
- how effective and motivational the relationship with the client was
- how well the instructing style matched the clients' needs

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

The learner will:

8. Be able to support clients taking part in gym-based exercise

The learner can:

8.1 Present a positive image of self and organisation to clients

8.2 Establish an effective working relationship with clients

8.3 Communicate with clients in a way that makes them feel valued

8.4 Use motivational styles appropriate to the client and the exercise format

Assessment specification

- | |
|---|
| <ul style="list-style-type: none">• Worksheet• Observation• Self-evaluation |
|---|

Planning group circuit training sessions (Y/505/0762)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan group circuit training sessions.

Unit content

The learner will:

1. Understand how to collect participant information

The learner can:

1.1 Explain the process of informed consent

1.2 Describe different methods to collect participant information:

- questionnaire
- interview
- observation

1.3 Describe how to determine which methods of collecting information are appropriate according to the situation

1.4 Explain the principles of screening participants prior to exercise including the use of the physical activity readiness questionnaire (PARQ)

The learner will:

2. Understand how to use participant information to plan group circuit training sessions

The learner can:

2.1 Describe the factors, based on client screening, which affect safe group exercise participation

2.2 Give examples of how participant information could affect the planning of group circuit training sessions

2.3 Identify the reasons for temporary deferral of exercise

2.4 Explain the reasons for referring participants to other professionals

The learner will:

3. Understand how to plan group circuit training sessions

The learner can:

3.1 Describe how to plan group circuit training sessions to meet the needs of participants with different objectives

3.2 Identify a range of circuit training exercises, to develop:

- cardio-vascular fitness
- muscular fitness
- flexibility
- motor skills

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

3.4 Describe a variety of circuit training types

3.5 Describe a variety of circuit training formats

The learner will:

4. Understand how to use music to enhance circuit training sessions

The learner can:

4.1 Describe the legal requirements covering the use of music

4.2 Explain how music can be used to regulate the intensity of a circuit session

The learner will:

5. Be able to plan safe and effective group circuit training sessions

The learner can:

5.1 Identify objectives that are appropriate to:

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

5.2 Select circuit training exercises that will help participants to develop:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills

5.3 Plan safe and effective group circuit training sessions to achieve planned objectives for the session

5.4 Select a range of circuit training exercises that are safe and appropriate for participants and include possible alternatives

5.5 Plan realistic timings for group circuit training sessions

5.6 Record plans in an appropriate format

Assessment specification

- Worksheet
- Session plan

Instructing group circuit training sessions (R/505/0792)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to instruct group circuit training sessions.

Unit content

The learner will:

1. Understand how to provide group circuit training sessions

The learner can:

1.1 Identify the safe and effective alignment for a range of circuit training exercises to develop:

- cardio-vascular fitness
- muscular fitness
- motor skills

1.2 Identify different methods of adapting circuit training exercises to ensure appropriate progression and regression

1.3 Describe the principles of group behaviour management during circuit training sessions

The learner will:

2. Be able to prepare self and equipment for group circuit training sessions

The learner can:

2.1 Prepare self to instruct group circuit training

2.2 Provide safe and appropriate equipment sufficient for the participants

2.3 Organise sufficient space for safe group exercise performance

The learner will:

3. Be able to prepare participants for group circuit training sessions

The learner can:

3.1 Help participants feel welcome and at ease in the exercise environment

3.2 Check participants' level of experience, ability and physical/medical condition

3.3 Explain the purpose and value of the session, including warm-up and cool-down

3.4 Describe the exercises and activities, including physical and technical demands

3.5 Confirm or revise plans as appropriate

3.6 Advise participants of the facility's emergency procedures

3.7 Use warm up activities that are safe and effective for the participants

The learner will:

4. Be able to instruct group circuit training sessions

The learner can:

4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions

4.2 Communicate as appropriate to participants' needs

4.3 Use volume, pitch and voice projection appropriate to the exercise format and environment

4.4 Vary the tempo of exercises to ensure their safety and effectiveness

4.5 Keep to the planned timings for the session

The learner will:

5. Be able to monitor and improve participants' performance during group circuit training sessions

The learner can:

5.1 Adopt appropriate positions to observe participants and respond to their needs

5.2 Check that participants can perform the exercises as instructed
5.3 Monitor the safety and intensity of exercise for all participants

5.4 Use appropriate methods to correct and reinforce technique, including:

- changing teaching positions
- asking questions
- verbal and visual communication
- mirroring

5.5 Provide feedback and instructing points which are timely, clear and motivational

5.6 Adapt exercises with suitable progressions and regressions according to participants' needs

The learner will:

6. Be able to bring group circuit training sessions to an end

The learner can:

6.1 Allow sufficient time to end the session according to participants' needs

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

6.3 Give the participants an accurate summary of feedback on the session

6.4 Give the participants the opportunity to:

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

6.5 Follow the correct procedures for checking and dealing with any equipment used

6.6 Leave the environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing group circuit training sessions

The learner can:

7.1 Review the outcomes of working with participants and their feedback

7.2 Identify:

- how well the exercises met participants' needs
- how effective and motivational the relationship with the participants was
- how well the instructing style matched the participants' needs

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

The learner will:

8. Be able to support participants taking part in group circuit training sessions

The learner can:

8.1 Present a positive image of self and organisation to participants

8.2 Establish an effective working relationship with participants

8.3 Communicate with participants in a way that makes them feel valued

8.4 Use motivational styles appropriate to the participants and the exercise format

Assessment specification

- Planning task
- Observation
- Session evaluation

Planning group exercise to music sessions (F/600/9021)

Unit aim

This unit covers the knowledge, understanding and skills a fitness instructor needs to plan and prepare group exercise to music. This unit covers the planning and preparation of a basic group exercise to music programme for apparently healthy adults. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, antenatal and postnatal women, and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover delivering specialist sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

Unit content

The learner will:

1. Understand how to collect participant information

The learner can:

1.1 Explain the process of informed consent

1.2 Describe different methods to collect participant information:

- questionnaire
- interview
- observation

1.3 Describe how to determine which methods of collecting information are appropriate according to the situation

1.4 Explain the principles of screening participants prior to exercise to music to include the use of the physical activity readiness questionnaire (PARQ)

The learner will:

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

The learner can:

2.1 Describe the factors, based on client screening, which affect safe exercise participation

2.2 Give examples of how participant information could affect the planning of group exercise to music

2.3 Identify the reasons for temporary deferral of exercise

2.4 Explain the reasons for referring participants to other professionals

The learner will:

3. Understand how to plan group exercise to music

The learner can:

3.1 Describe how to plan exercise to music to meet the needs of clients with different objectives

3.2 Identify a range of group exercises to music, to develop:

- cardio-vascular fitness
- muscular fitness
- flexibility
- motor skills

3.3 Identify a range of equipment used in group exercise to music and its uses

3.4 Describe how to plan group exercise to music using circuit formats

The learner will:

4. Understand how to use music to enhance group exercise

The learner can:

4.1 Describe how to select speed and type of music as appropriate to the participants and phase of the class

4.2 Describe the legal requirements covering the use of music

4.3 Describe the principles involved in developing choreography for a group exercise session

The learner will:

5. Be able to plan safe and effective group exercise to music

The learner can:

5.1 Identify objectives that are appropriate to:

- the likely needs and potential of the participants
- accepted good practice in the industry

- own level of competence

5.2 Select exercises that will help clients to develop:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills

5.3 Plan safe and effective group exercise to music to achieve planned objectives for the session

5.4 Select a range of exercises that are safe and appropriate for participants and include possible alternatives

5.5 Plan realistic timings and original choreography for sessions

5.6 Record plans in an appropriate format

Assessment specification

- Worksheet
- Client interview
- Written programme overview and plan

Instructing group exercise to music (J/600/9022)

Unit aim

This unit covers the knowledge, understanding and skills a fitness instructor needs to instruct and supervise group exercise for apparently healthy adults. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, antenatal and postnatal women, and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover delivering specialist sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

Unit content

The learner will:

1. Understand how to provide group exercise to music

The learner can:

1.1 Identify the safe and effective alignment for a range of group exercise to music movements to develop:

- cardio-vascular fitness
- muscular fitness
- motor skills

1.2 Identify different methods of adapting exercise to music to ensure appropriate progression and regression

1.3 Describe how to develop participant co-ordination by building exercises/movements up gradually, to include:

- layering techniques
- holding patterns

1.4 Describe effective methods of combining movements

1.5 Describe the principles of group behaviour management during exercise to music sessions

The learner will:

2. Be able to prepare self and equipment for group exercise to music

The learner can:

2.1 Prepare self to instruct the session

2.2 Provide safe and appropriate equipment sufficient for the participants

2.3 Organise sufficient space for safe exercise performance

The learner will:

3. Be able to prepare participants for group exercise to music

The learner can:

3.1 Help participants feel welcome and at ease in the exercise environment

3.2 Check participants' level of experience, ability and physical/medical condition

3.3 Explain the purpose and value of the session, including warm-up and cool-down

3.4 Describe the exercises, including physical and technical demands

3.5 Confirm or revise plans as appropriate

3.6 Advise participants of the facility's emergency procedures

3.7 Use warm up activities that are safe and effective for the participants

The learner will:

4. Be able to instruct group exercise to music

The learner can:

4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions

4.2 Communicate as appropriate to participants' needs

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

4.4 Provide cueing to enable participants to work to the structure and phrase of the music

4.5 Vary the pace and speed of exercise to ensure safety and effectiveness

4.6 Ensure participants exercise safely

4.7 Keep to the planned timings for the session

The learner will:

5. Be able to improve participants performance in group exercise to music

The learner can:

5.1 Adopt appropriate positions to observe participants and respond to their needs

5.2 Check that participants can perform the exercises as instructed

5.3 Use appropriate methods to correct and reinforce technique, including

- changing teaching positions
- asking questions
- verbal and visual communication
- mirroring

5.4 Provide feedback and instructing points which are timely, clear and motivational

5.5 Adapt exercises with suitable progressions and regressions according to participants' needs

The learner will:

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

The learner can:

6.1 Allow sufficient time to end the session according to participants' needs

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

6.3 Give the participants an accurate summary of feedback on the session

6.4 Give the participants the opportunity to:

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

6.5 Follow the correct procedures for checking and dealing with any equipment used

6.6 Leave the environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing group exercise to music

The learner can:

7.1 Review the outcomes of working with participants and their feedback

7.2 Identify:

- how well the exercises met participants' needs
- how effective and motivational the relationship with the participants was
- how well the instructing style matched the participants' needs

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

The learner will:

8. Be able to support clients taking part in exercise to music

The learner can:

8.1 Present a positive image of self and organisation to clients

8.2 Establish an effective working relationship with clients

8.3 Communicate with clients in a way that makes them feel valued

8.4 Use motivational styles appropriate to the client and the exercise format

Assessment specification

- Worksheet
- Observation
- Self evaluation

Planning health related exercise and physical activity for children (A/600/9048)

Unit aim

This unit covers the knowledge, understanding and skills instructors need to plan structured health related exercise and physical activity for apparently healthy children in the age range 5-15 inclusive. Instructors will need specific knowledge about child development and the appropriateness of different activities for different groups. They will also need to demonstrate a good understanding of children's needs and how to safeguard their health, safety and welfare. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

Unit content

The learner will:

1. Understand how to collect relevant information to plan health related exercise/physical activity for children

The learners can:

1.1 Describe the process of screening as it applies to children

1.2 Explain the process of informed consent as it applies to children

1.3 Describe different methods to collect information:

- questionnaire
- interview
- observation

1.4 Describe how to determine which method/s of collecting information are appropriate according to the individual child

The learner will:

2. Be able to collect relevant information to plan safe and effective exercise/physical activity for children

The learners can:

2.1 Collect the information needed to plan exercise/physical activity sessions for children

2.2 Make sure the information is accurate and up-to-date

2.3 Give examples of how participant information affect the planning of exercise/physical activity for children

2.4 Make sure there is informed parental/carer consent for the exercise/physical activity sessions

2.5 Maintain confidentiality of information

The learner will:

3. Understand how to use information to plan health related exercise/physical activity for children

The learners can:

3.1 Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children

3.2 Give example of how information affects the planning of health related exercise/physical activity sessions for children

3.3 Identify the reasons for temporary deferral of exercise in children

3.4 Explain the reasons for referring children to other professionals

3.5 Describe the process of referring children to other professionals

The learner will:

4. Understand how to plan safe and effective exercise/physical activity for children

The learners can:

4.1 Identify the key stages in planning and preparing exercise/physical activity for children

4.2 Outline how to identify objectives for sessions based on collected information and ensure they:

- promote and enhance activity levels
- improve social skills
- promote personal development
- improve skills and techniques
- provide opportunities for fun and enjoyment

4.3 Describe how the use of music can enhance exercise/physical activity sessions for children

4.4 Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children

4.5 Identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives

4.6 Outline the importance and application of warm up and cool down when designing exercise/physical activity for children

The learner will:

Be able to plan safe and effective exercise/physical activity for children

The learners can:

5.1 Identify objectives that are appropriate to:

- the needs and potential of children
- accepted good practice in the industry
- the learner's own level of competence
- the aims of the session

5.2 Plan exercise/physical activity that will help children to achieve the planned objectives

5.3 Structure the session so that children will be motivated to adhere to exercise/physical activity

5.4 Plan realistic timings for sessions

5.5 Identify ground rules for behaviour that will minimise risks to children

5.6 Record plans in an appropriate format

Assessment specification

- Worksheet
- Written programme overview and session plan

Instructing health related exercise and physical activity to children (T/600/9050)

Unit aim

This unit covers the knowledge, understanding and skills an instructor needs to deliver structured health-related exercise and physical activity session for apparently healthy children in the age range 5-15 inclusive. The instructor needs to communicate and demonstrate skills and techniques in a way appropriate to the children's level of understanding, giving them the opportunity to take part in physical activity, and providing clear and positive feedback, motivation and support.

Unit content

The learner will:

1. Understand the principles of instructing health related exercise/physical activity to children

The learners can:

1.1 Identify the safe and effective alignment for a range of health related exercises/physical activities for children

1.2 Identify different methods of adapting health related exercise/physical activity to the needs of children

1.3 Describe how to develop children's co-ordination by building exercises/movements up gradually

1.4 Describe the principles of group behaviour management when working with children in the age range 5-15

The learner will:

2. Understand the principles of motivating children to adhere to exercise/physical activity

The learners can:

2.1 Explain why children need to take personal responsibility for their own fitness and motivation

2.2 Identify the typical barriers to exercise/physical activity that children experience

2.3 Describe strategies that can help children overcome these barriers

2.4 Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence

2.5 Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence

2.6 Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age

The learner will:

3. Be able to prepare children for exercise/ physical activity

The learners can:

3.1 Help children feel welcome and at ease in the exercise environment

3.2 Provide sufficient and appropriate resources for the session

3.3 Follow the correct procedures for registering children's attendance

3.4 Check children's level of experience, ability and physical/medical condition

3.5 Confirm or revise plans in the light of new information

3.6 Explain the purpose and value of the exercises/physical activities, including the warm-up and cool-down

3.7 Explain the agreed exercises/physical activities, including physical and technical demands

3.8 Provide clear information to children about the ground rules for behaviour and the reasons for these

3.9 Advise children, parents and carers of the facility's emergency procedures

The learner will:

4. Be able to instruct exercise/physical activity to children

The learners can:

4.1 Check that children are appropriately dressed for exercise/physical activity

4.2 Develop and maintain an atmosphere of fun and enjoyment

4.3 Prepare children for the session using safe and effective warm ups

4.4 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children

4.5 Communicate with children in a way that:

- is appropriate to their needs
- is fun
- motivates them to take part

4.6 Monitor that children take part in the session in a safe manner

4.7 Keep to the planned timings for the session

4.8 Use appropriate volume, pitch and voice projection according to the exercise/physical activity

4.9 Provide cueing to enable children to work to the structure and phrase of the music, where relevant

The learner will:

5. Be able to support children to take part in exercise/physical activity

The learners can:

5.1 Present a positive image of self and organisation to children

5.2 Establish an effective working relationship with children

5.3 Communicate with children in a way that makes them feel valued

5.4 Use motivational styles appropriate to children and the exercise/physical activity format

5.5 Give the children attention and motivation as appropriate to their needs

5.6 Provide appropriate progressions and regressions

5.7 Use appropriate methods to correct and reinforce technique, including:

- changing positions
- asking questions
- making adaptations/offering alternatives
- using verbal communications
- using visual communications

5.8 Build exercises/physical activities gradually as appropriate for children

5.9 Manage children's behaviour throughout the session

5.10 Provide guidance and feedback which is timely, clear and helps children achieve the objectives

5.11 Adapt the exercises/physical activities to the changing needs of children during the session

The learner will:

6. Be able to bring an exercise/physical activity session to an end

The learners can:

6.1 Allow sufficient time to end the session

6.2 End the session using cool down activities that are safe and effective for children

6.3 Provide motivational feedback on the session to children

6.4 Provide children with the opportunity to:

- think about the session
- ask questions
- provide feedback

6.5 Follow the correct procedures for checking and dealing with any equipment used

6.6 Leave the environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing health related exercise/physical activity for children

The learners can:

7.1 Review the outcomes of working with children, their feedback and feedback from other adults/carers

7.2 Identify:

- how well the exercises/physical activities met children's needs
- how effective and motivational the relationship with the children was
- how well the instructing style matched children's needs

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

Assessment specification

- Worksheet
- Observation
- Self evaluation



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