

YMCA Level 2 NVQ Diploma in Instructing Exercise and Fitness (501/0519/X)

Qualification Specification



YMCA Awards

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Level 2 NVQ Diploma in Instructing Exercise and Fitness

Qualification Specification

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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 the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

Qualification aim

The YMCA Level 2 NVQ Diploma in Instructing Exercise and Fitness (QCF) is a work-based learning qualification designed to confirm a fitness instructor's ability to apply the knowledge, understanding and skills relating to one of the following disciplines: gym instructing, exercise to music, water-based exercise or children's fitness

Overview of knowledge, skills and understanding

Learners will cover:

- The heart and circulatory system
- The respiratory system
- Structure and function of the skeleton
- Musculoskeletal system
- Postural and core stability
- The nervous system
- Energy systems and their relation to exercise
- The health benefits of physical activity and the importance of healthy eating
- Motivating and communicating effectively with clients
- Health, safety and welfare.

Target group and age range

This qualification is aimed at learners in the 16+ age group.

Qualification structure

To achieve the YMCA Level 2 NVQ Diploma in Instructing Exercise and Fitness, the learner is required to complete 5 mandatory units that total 22 credits, and follow one of the following 4 optional pathways consisting of planning and instructing units that total between 15 and 17 credits depending on the pathway.

Gym-based exercise pathway

- 22 credits from mandatory units plus 17 credits from relevant optional units

Exercise to music pathway

- 22 credits from mandatory units plus 16 credits from relevant optional units

Water-based exercise pathway

- 22 credits from mandatory units plus 16 credits from relevant optional units

Exercise and physical activity for children pathway

- 22 credits from mandatory units plus 15 credits from relevant optional units

Mandatory units

Unit reference number	Unit title	Level	Credits
H/600/9013	Anatomy and physiology for exercise	2	6
A/600/9017	Principles of exercise, fitness and health	2	4
A/601/7361	Work with clients to help them to adhere to exercise and physical activity	2	4
F/601/7362	Reflect on and develop own practice in providing exercise and physical activity	2	4
D/601/4484	Promote health, safety and welfare in active leisure and recreation	2	4

Group A (Gym-based pathway)

Unit reference number	Unit title	Level	Credits
J/601/7363	Plan and prepare gym-based exercise	2	9
L/601/7364	Instruct and supervise gym-based exercise	2	8

Group B (Children pathway)

Unit reference number	Unit title	Level	Credits
K/601/7369	Plan and prepare health related exercise and physical activity for children	2	8
D/601/7370	Instruct health related exercise and physical activity to children	2	7

Group C (Exercise to music pathway)

Unit reference number	Unit title	Level	Credits
R/601/7365	Plan and prepare group exercise to music	2	8
Y/601/7366	Instruct group exercise to music	2	8

Group D (Water-based exercise pathway)

Unit reference number	Unit title	Level	Credits
D/601/7367	Plan and prepare water-based exercise	2	8
H/601/7368	Instruct water-based exercise	2	8

The Total Qualification Time (TQT) for this qualification is 370. The Guided Learning Hours (GLH) assigned are 242.

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

No prior qualifications are required. Learners need to be aged 16+.

Opportunities for progression

Employment possibilities

This qualification can lead to permanent employment as a fitness instructor within the chosen discipline.

Potential permanent job roles at this level could include:

- Gym instructor – carrying out gym inductions and writing health related gym programmes for gym members
- Group exercise to music instructor – teaching a range of classes.

The qualification enables the instructor to then take short courses at the same level to further enhance the range of classes they can offer such as Step, TRX etc.

Progression to further/higher level learning

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

- Apprenticeship in Exercise and Fitness
- Level 3 Certificate in Personal Training
- Level 3 Diploma in Exercise Referral
- Level 3 Diploma in Personal Training and Instruction
- Level 3 Diploma in Personal Training (Gym-based exercise)
- Level 3 Diploma in Teaching Pilates
- Level 3 Diploma in Teaching Yoga.

Mapping to standards

There are direct links to national occupational standards in:

- Instructing Exercise and Fitness
- Instructing Physical Activity and Exercise.

For more information on national occupational standards please see: <http://nos.ukces.org.uk>.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of 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 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 (e.g. 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 the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

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 NVQ Diploma in Instructing Exercise and Fitness 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 assessment specifications 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

There are externally set multiple choice papers for two units of this qualification, which include Anatomy and physiology for exercise (H/600/9013) and Principles of exercise, fitness and health (A/600/9017). Mock papers can be found by logging onto the centre home page and clicking 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

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

Unit aim

This unit covers the knowledge needed by an instructor regarding basic anatomy and physiology relating to programming exercise 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

Externally set multiple choice theory paper

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, 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:

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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

Externally set multiple choice theory paper

Work with clients to help them to adhere to exercise and physical activity (A/601/7361)

Unit aim

This unit covers the knowledge and competence that the learner needs to work with clients to help them to adhere to exercise and physical activity.

Unit content

The learner will:

1. Understand how to establish and maintain an effective relationship with clients

The learner can:

1.1 Describe how to present a positive image of self and organisation

1.2 Describe why the relationship between the instructor and client is important

1.3 Identify the types of personal qualities that instructors need to develop in order to help and support clients

1.4 Describe why clients need to understand the instructors role and responsibilities

1.5 Outline the extent and limitations of own role and responsibility when working with clients

1.6 Describe how to communicate clearly with a range of different clients

1.7 Describe what is meant by a 'professional relationship' between instructor and client

1.8 Describe what is meant by 'valuing diversity' in a practical context when working with clients

1.9 Identify the types of prejudice and discrimination that individual clients might experience and describe how to overcome these

1.10 Describe what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals

1.11 Outline the types of information that may be subject to data protection/confidentiality

1.12 Explain how to maintain client confidentiality in line with good practice

1.13 Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session

1.14 Identify the difference between advising on exercise participation and everyday lifestyle physical activity

The learner will:

2. Be able to establish and maintain an effective relationship with clients

The learner can:

2.1 Present a positive image of self and organisation to clients

2.2 Establish an effective working relationship with clients

2.3 Clearly define own role and responsibilities with clients

2.4 Communicate clearly with clients in a way that makes them feel valued

2.5 Use communication and instructing styles that match client needs

2.6 Maintain a relationship with clients which is in line with good practice and ethical requirements

2.7 Maintain confidentiality requirements in line with good practice

The learner will:

3. Understand how to motivate and support clients to adhere to exercise and physical activity

The learner can:

3.1 Describe the typical goals and expectations that clients have

3.2 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals

3.3 Describe how clients can be helped to identify and overcome these barriers

3.4 Describe the types of incentives and rewards that may be appropriate to a range of different clients

3.5 Describe the types of exercise preferences that different clients may have

3.6 Explain why clients need to understand their own responsibility for personal motivation and fitness and how they can be assisted with this

3.7 Outline the communication skills needed to assist clients with motivation:

- how to ask open ended questions
- basic listening skills
- methods of gathering personal information
- appropriate questioning techniques
- interpreting client responses including body language and other forms of behaviour, especially when undertaking physical activity
- means of summarising gathered information

3.8 Describe the health benefits of regular physical exercise

3.9 Define the amount of physical activity required to achieve health benefits

3.10 Outline the range of different types of physical activity

3.11 Describe how to assist clients to develop their own motivational strategy

The learner will:

4. Be able to motivate and support clients to adhere to exercise and physical activity

The learner can:

4.1 Identify the clients' reasons for taking part in regular physical activity

4.2 Identify appropriate incentives and rewards for the clients taking part in physical activity

4.3 Identify the clients' preferences for exercise

4.4 Ensure clients understand the benefits of taking part in exercise and physical activity

4.5 Provide the clients with accurate information about the recommended amount of physical activity for them to derive health benefits

4.6 Clearly inform the clients about other opportunities for regular physical activity appropriate to their needs, abilities and preferences

4.7 Work with the clients to reduce the barriers to taking part in physical activity

4.8 Work with the clients to make best use of incentives, preferences and rewards

4.9 Help the clients to develop and follow through their own motivational strategies

The learner will:

5. Understand how to provide ongoing customer service to clients

The learner can:

5.1 Describe the importance of client care both to the client and the organisation

5.2 Explain why it is important to deal effectively with client needs

5.3 Outline the types of information which clients need

5.4 Outline how to respond to requests according to the organisation's procedures

5.5 Identify where to source relevant information to meet client's needs

5.6 Outline what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations

5.7 State the importance of explaining any delay in dealing with clients and describe how to do so effectively

The learner will:

6. Be able to provide ongoing customer service to clients

The learner can:

6.1 Engage with clients during exercise

6.2 Respond positively to clients

6.3 Gather all relevant information about clients' needs and expectations

6.4 Listen to and ask the clients' questions to check understanding

6.5 Discuss with the clients different ways of meeting their needs and expectations

6.6 Meet clients' needs and expectations to the best of own ability and in line with accepted good practice

6.7 If clients' needs and expectations are beyond own level of competence, consult another professional

6.8 Provide the clients with clear information and advice when they need it

6.9 Find out how well solutions work and provide alternative guidance if necessary

6.10 Handle client complaints positively following agreed procedures

Assessment	Professional discussion, oral questions and answers, questions requiring written answers, observation
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 3 and 5

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 2, 4 and 6 must be assessed using workplace evidence generated when the learner is working with clients to help them to adhere to exercise and physical activity.

Learning outcome 2

When establishing and maintaining an effective relationship with clients the learner must cover 1 of the following types:

(a) clients

- 1 individuals
- 2 groups.

Learning outcome 4

When motivating and supporting clients to adhere to exercise and physical activity the learner must cover 1 of the following types:

(a) clients

- 1 individuals
- 2 groups.

Learning outcome 6

When providing ongoing customer service to clients the learner must cover 1 of the following types:

(a) clients

- 1 individuals
- 2 groups.

Reflect on and develop own practice in providing exercise and physical activity (F/601/7362)

Unit aim

This unit covers the knowledge and competence that the learner needs to reflect on and develop own practice in providing exercise and physical activity.

Unit content

The learner will:

1. Understand how to reflect on and develop own practice in providing exercise and physical activity

The learner can:

1.1 List the values or codes of practice relevant to the work being carried out and describe their importance

1.2 Describe the role of the fitness professional in the industry

1.3 Outline the importance of reflection and continuing professional development in helping clients to develop fitness and motivation

1.4 Outline the structure of the industry

1.5 Identify industry organisations and describe their relevance to the fitness professional

1.6 Outline appropriate registration systems and continuing professional development requirements

1.7 Describe employment opportunities in different sectors of the industry

The learner will:

2. Understand how to reflect on own professional practice

The learner can:

2.1 Describe aspects of professional practice that should be reflected on

2.2 Outline the information that should be used to reflect on own professional practice

2.3 Describe different methods of collecting information and how to interpret it

2.4 Describe how to reflect on own professional practice

2.5 Identify key lessons and how to make use of these in future professional practice

2.6 Outline the importance of discussing ideas with another professional

The learner will:

3. Be able to reflect on own professional practice

The learner can:

3.1 Review the outcomes of working with clients, their feedback and feedback from other staff

3.2 Identify:

- how effective physical activities were
- how effective and motivational the relationship with the client was
- how well the professional codes of ethics were implemented when working with clients
- how well the instructing style adopted matched clients' needs
- how well the clients' exercise, including their health, safety and welfare were managed
- the effectiveness of interacting and working with other members of staff

3.3 Identify ways in which future practice can be improved

3.4 Discuss ideas with another professional and take account of their views

The learner will:

4. Understand how to improve own professional practice and career opportunities

The learner can:

4.1 Identify how often professional practice should be reviewed

4.2 Outline how to access information on developments in exercise and physical activity

4.3 Identify areas in which further development in own professional practice is required

4.4 Describe the importance of having a personal action plan in place for own development

4.5 Outline the types of development activities that are available and how they can be accessed

4.6 Describe the importance of regularly reviewing and updating own personal action plan

The learner will:

5. Be able to improve own professional practice and career opportunities

The learner can:

5.1 Review own professional practice on a regular basis

5.2 Keep up-to-date with developments in exercise and physical activity

5.3 Consider own career goals

5.4 Develop a personal action plan that will help to improve professional practice and career prospects

5.5 Take part in relevant development activities as part of the personal action plan

5.6 Review own progress in developing professional practice and career prospects and update the personal action plan accordingly

Assessment	Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 2, and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3 and 5 must be assessed using workplace evidence generated when the learner is reflecting on and developing own practice in providing exercise and physical activity.

Learning outcome 3

When reflecting on own professional practice the learner must cover 1 of the following types:

(a) clients

- 1 individuals
- 2 groups.

Learning outcome 5

When improving own professional practice and career opportunities the learner must cover 6 of the following types:

(a) aspects of professional practice

- 1 planning exercise
- 2 instructing exercise
- 3 observing and supporting clients
- 4 use of resources
- 5 communicating with clients
- 6 motivating clients.

Promote health, safety and welfare in active leisure and recreation (D/601/4484)

Unit aim

This unit covers the knowledge and competence that the learner needs to promote health, safety and welfare in active leisure and recreation.

Unit content

The learner will:

1. Know how to promote health, safety and welfare in active leisure and recreation

The learner can:

- 1.1 List the values or codes of practice relevant to the work being carried out
- 1.2 Describe the requirements for health, safety and welfare relevant to own work, including Health and Safety at Work Act and requirements from relevant National Governing Bodies
- 1.3 Identify manufacturers' guidelines and instructions for the use of facilities and equipment
- 1.4 Describe why health, safety and welfare are important in an active leisure and recreation environment
- 1.5 Identify the persons responsible for health and safety in own workplace
- 1.6 Outline own organisation's security procedures

The learner will:

2. Know how to control risks in active leisure and recreation

The learner can:

- 2.1 Describe the types of hazards that are likely to occur in own area of work and the accidents and injuries each could cause
- 2.2 Outline how to identify hazards
- 2.3 List health, safety and security checks to be followed

- 2.4 Describe how to carry out basic risk assessments of the types of hazards that may occur
- 2.5 Describe why it is important to get advice from a relevant colleague if unsure about hazards and risks in own workplace
- 2.6 Identify who to ask if unsure about hazards and risks in own workplace
- 2.7 Describe how to deal correctly with the types of hazards that may occur in own workplace, taking account of risks
- 2.8 Identify documents relating to health and safety which may have to be completed
- 2.9 Outline how to complete health and safety documents correctly
- 2.10 Outline why colleagues and customers should be encouraged to behave in a safe manner
- 2.11 Describe how to encourage colleagues and customers to behave in a safe manner
- 2.12 Outline why it is important to make suggestions about health and safety issues
- 2.13 Describe how to make suggestions about health and safety issues
- 2.14 Outline why it is important to identify and report any differences between health and safety requirements and own workplace policies and procedures
- 2.15 Describe how to identify and report any differences between health and safety requirements and own workplace policies and procedure

The learner will:

3. Be able to help to control risks in the active leisure and recreation environment

The learner can:

- 3.1 Ensure that relevant and up-to-date, health and safety information is available
- 3.2 Follow the relevant health and safety requirements at all times
- 3.3 Carry out health and safety checks as required
- 3.4 Identify hazards
- 3.5 Assess and control risks using organisational procedures
- 3.6 Get advice from relevant colleagues when unsure about hazards and risks

3.7 Pass on suggestions for improving health and safety to the relevant colleague

The learner will:

4. Know how to help to safeguard and protect children and vulnerable adults

The learner can:

- 4.1 Describe what is meant by safeguarding and protecting the welfare of children and vulnerable adults
- 4.2 Describe own role and responsibilities for safeguarding and protecting children and other vulnerable people
- 4.3 List the four of types of abuse
- 4.4 Outline the basic indicators and impact of each of the four types of abuse
- 4.5 Describe the risks that individual abusers or potential abusers pose to children and vulnerable people
- 4.6 Describe organisational policies and procedures in relation to safeguarding and protecting, including the reporting procedures
- 4.7 Outline what to do if concerned about possible abuse
- 4.8 Describe how to respond to a child or someone else disclosing abuse or concerns about abuse
- 4.9 Outline what to do if there are barriers to reporting own concerns
- 4.10 Identify statutory agencies with responsibilities for safeguarding and protecting
- 4.11 Outline when to contact statutory agencies with responsibilities for safeguarding and protecting
- 4.12 Outline how to contact statutory agencies with responsibilities for safeguarding and protecting
- 4.13 Describe why it is important to share concerns about possible abuse with others
- 4.14 Describe the limits of own competence with regard to safeguarding and protecting
- 4.15 Outline why it is important to treat information about possible abuse confidentially

The learner will:

5. Be able to help to safeguard and protect children and vulnerable adults

The learner can:

5.1 Ensure that up-to-date information on guidelines for safeguarding and protecting children and vulnerable adults is available

5.2 Identify what the policies and procedures mean for own job and area of work

5.3 Follow the relevant procedures for:

- Safeguarding and protecting children and vulnerable adults at all times
- Protecting self from potential accusations

5.4 Be alert to possible signs of abuse

5.5 Identify, record and report any concerns about the welfare of children and vulnerable adults, while maintaining confidentiality

The learner will:

6. Know how to deal with injuries and signs of illness

The learner can:

6.1 List the types of accidents, injuries and illnesses that may occur in own area of work

6.2 Outline how to respond correctly to emotional distress

6.3 Outline how to deal with accidents, injuries and illnesses before qualified assistance arrives

6.4 Describe how to decide whether to contact the on-site first aider or immediately call the emergency services

6.5 Identify who is the on-site first aider and how to contact them

6.6 Describe the procedures to contact the emergency services

6.7 Outline why it is important to protect the casualty and others involved from further harm

6.8 Outline the procedures to protect the casualty and others

6.9 Outline why it is important to provide comfort and reassurance

6.10 Describe how to provide comfort and reassurance

6.11 Outline own responsibilities for reporting accidents

6.12 Outline the procedures for reporting accidents

The learner will:

7. Be able to deal with injuries and signs of illness

The learner can:

7.1 Remain calm and follow organisational procedures

7.2 Protect the casualty and other people from further risk

7.3 Call for qualified assistance appropriate to the casualty's condition

7.4 Provide reassurance and comfort to the people involved

7.5 Give the qualified assistance clear and accurate information about what happened

7.6 Follow the relevant accident reporting procedures

The learner will:

8. Know how to follow emergency procedures

The learner can:

8.1 Describe the emergency procedures in own place of work

8.2 Outline what instructions must be given to the people involved

8.3 Outline organisational reporting procedures for emergencies

8.4 Describe the types of problems that may occur when carrying out emergency procedures

8.5 Describe why problems that occur when carrying out emergency procedures should be reported

8.6 Identify who to report problems to

The learner will:

9. Be able to follow emergency procedures Know how to follow emergency procedures

The learner can:

9.1 Give the people involved clear and correct instructions

9.2 Carry out own role in the emergency procedures calmly and correctly

9.3 Maintain the safety of the people involved

9.4 Follow the correct procedures for reporting the emergency

9.5 Report any problems with the emergency procedures to the relevant colleague

Assessment	Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services.

Learning outcomes 1, 2, 4, 6 and 8

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning Outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is promoting health, safety and welfare in active leisure and recreation.

Learning outcome 3

When helping to control risks in the sport and activity environment, the learner must cover 4 of the following types:

(a) hazards

- 1 unsafe facilities or environment
- 2 unsafe equipment
- 3 unsafe working practices
- 4 unsafe behaviour
- 5 use of hazardous substances
- 6 security breaches
- 7 situations likely to cause emotional distress.

with 3 of the following types:

(b) methods of control

- 1 dealing with the hazard personally
- 2 reporting the hazard to the relevant colleague
- 3 protecting others from harm.

Learning outcome 5

When helping to safeguard and protect children and vulnerable adults, the learner must cover 2 of the following types:

(a) abuse (including bullying)

- 1 physical
- 2 emotional
- 3 neglect

- 4 sexual.

Learning outcome 7

When dealing with injuries and signs of illness, the learner must cover 2 of the following types;

(a) casualty

- 1 adult
- 2 child
- 3 person with particular needs.

with 2 of the following types:

(b) qualified assistance

- 1 qualified first aider
- 2 emergency services.

with 2 of the following types:

(c) condition

- 1 minor injury that can be dealt with on-site
- 2 minor illness that can be dealt with on-site
- 3 major injury requiring medical attention
- 4 major illness requiring medical attention
- 5 emotional distress.

Learning outcome 9

When following emergency procedures, the learner must cover 2 of the following types:

(a) people involved

- 1 adults
- 2 children
- 3 people with disabilities.

Plan and prepare gym-based exercise (J/601/7363)

Unit aim

This unit covers the knowledge and competence that the learner needs to plan and prepare gym-based exercise.

Unit content

The learner will:

1. Know how to plan and prepare gym-based exercise

The learner can:

1.1 Explain the importance of careful and thorough planning and preparation for physical activity

1.2 Outline the needs and potential of the clients including reasons for and barriers to participation in the activity

1.3 Describe how to motivate clients to take part in exercise

1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises

1.5 Identify safe and effective alignment of exercise positions

1.6 Describe how to plan to use a range of cardiovascular and resistance machines including free weights (barbells, dumbbells, collars, benches)

The learner will:

2. Know how to collect and analyse relevant information

The learner can:

2.1 Describe the screening process and the factors which effect the ability to exercise

2.2 Identify the information needed to plan gym-based exercise and describe why this information is important

2.3 Identify the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements

2.4 Identify reasons for temporary deferral of exercise

2.5 Identify why it may be necessary to refer the client to another professional

2.6 Describe the purpose of the informed consent

2.7 Outline the emergency procedures of the facility/organisation

2.8 Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret the information provided

The learner will:

3. Be able to collect and analyse relevant information

The learner can:

3.1 Collect the information needed to plan gym-based exercise

3.2 Ensure the information is accurate and up-to-date

3.3 Analyse the information and identify the implications for gym-based exercise

3.4 Refer any clients whose needs and potential cannot be met to another professional

3.5 Maintain client confidentiality in line with good practice procedures

The learner will:

4. Know how to plan a safe and effective gym-based exercise programme with clients

The learner can:

4.1 Explain how to identify and agree objectives for a programme based on collected information

4.2 Describe how to use a range of equipment to achieve the clients' goals

4.3 Outline the health and environmental factors which can influence safety and group/individual working space

4.4 Describe why it is important to agree goals with clients

4.5 Describe how to record plans in the required format

4.6 Outline risk assessment/management procedures

4.7 Explain the consequences of failing to manage health and safety

The learner will:

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

The learner can:

5.1 Identify and agree objectives that are appropriate to:

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

5.2 Plan and agree a programme of gym-based exercise with clients to achieve planned objectives

5.3 Identify any hazards and assess the risk of these hazards actually causing harm

5.4 Plan how to minimise identified risks with clients

5.5 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence

5.6 Agree realistic timings and sequences for exercise

5.7 Record plans in the appropriate format

The learner will:

6. Know how to prepare self and equipment for a gym-based exercise programme

The learner can:

6.1 Outline the organisation's guidelines for replacement of equipment

6.2 Outline the manufacturers' guidelines for the checking and maintenance of cardiovascular and resistance training machines

6.3 Describe how to prepare a range of cardiovascular, resistance machines and free weights for use including weights, barbells, dumbbells, collars, benches and protective floor/mats

6.4 Describe how to safely store free weight equipment

6.5 Identify what to look for when checking equipment

6.6 Describe safe manual handling techniques

6.7 Describe the importance of health and safety in the facility and paying close attention to possible hazards

6.8 Outline the types of hazards that may occur in the facility and how to identify and deal with these

6.9 Describe reporting procedures for health and safety

6.10 Explain how to ensure an instructor is fully prepared to instruct gym-based exercise

The learner will:

7. Be able to prepare self and equipment for a gym-based exercise programme

The learner can:

7.1 Identify and select the correct equipment for the programme

7.2 Check the equipment is in safe working order

7.3 Lift and handle the equipment in a way that prevents injury and damage

7.4 Ensure there is sufficient space for safe exercise performance

7.5 Ensure there is sufficient equipment for the clients

7.6 Follow the correct procedures for checking equipment and dealing with any items that are unsafe

7.7 Leave the environment in a condition acceptable for future use

7.8 Refer any health, safety or welfare issues to do with equipment to an appropriate person

7.9 Be fully prepared to supervise the programme

Assessment	Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 2, 4, and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3, 5, and 7 must be assessed using workplace evidence generated when the learner is planning and preparing gym-based exercise.

Learning outcome 3

When collecting and analysing relevant information the learner must cover 5 of the following types:

(a) information

- 1 personal goals
- 3 lifestyle
- 4 medical history
- 5 physical activity history
- 6 physical activity preferences.

with 3 of the following types:

(b) methods

- 1 interview
- 2 questionnaire
- 3 observation
- 4 physical measurements.

with 2 of the following types:

(c) clients

- 1 individuals
- 2 groups.

with 4 of the following types:

(d) exercise to develop

- 1 cardio-vascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

Learning outcome 5

When planning a safe and effective gym-based exercise programme with clients the learner must cover 4 of the following types:

(a) objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques
- 5 improve health
- 6 fun and enjoyment.

with 2 of the following types:

(b) clients

- 1 individuals
- 2 groups.

with 4 of the following types:

(c) exercise to develop

- 1 cardiovascular fitness
- 2 muscular fitness

- 3 flexibility
- 4 motor skills.

with 3 of the following types:

(d) hazards, relating to

- 1 the client
- 2 activities planned with the client
- 3 other activities happening at the same time.

Learning outcome 7

When preparing self and equipment for a gym-based exercise programme the learner must cover 4 of the following types:

(a) equipment

- 1 to develop cardiovascular fitness
- 2 to develop muscular fitness
- 3 to develop flexibility
- 4 to develop motor skills.

with 2 of the following types:

(b) clients

- 1 individuals
- 2 groups.

Instruct and supervise gym-based exercise (L/601/7364)

Unit aim

This unit covers the knowledge and competence that the learner needs to instruct and supervise gym-based exercise.

Unit content

The learner will:

1. Know how to prepare clients for gym-based exercise

The learner can:

- 1.1 Explain the purpose and value of a warm-up
- 1.2 Explain why clients need to understand the purpose and value of a warm-up
- 1.3 Describe safe and effective warm-up activities for gym-based exercise
- 1.4 Explain the importance of fitness advice and how to offer it in gym-based physical activity

The learner will:

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

The learner can:

- 2.1 Ensure the environment and equipment is prepared for the agreed exercises
- 2.2 Meet the clients punctually and help them feel welcome and at ease
- 2.3 Collect any new information that is required
- 2.4 Explain the agreed exercises and their demands, including physical and technical demands
- 2.5 Motivate the clients in a way that is appropriate to them
- 2.6 Advise clients of the facility's emergency procedures
- 2.7 Confirm or revise what has been agreed with the clients

The learner will:

3. Know how to instruct gym-based exercise

The learner can:

- 3.1 Describe the purpose of the exercises included in the programme
- 3.2 Describe a range of exercises that are safe and appropriate for clients
- 3.3 Describe the types of special requirements that clients may have
- 3.4 Describe how to break exercise/movements down to their component parts
- 3.5 Describe how to develop client's co-ordination by building exercises/movements up gradually
- 3.6 Outline the information that must be given to other people who are involved in the client's gym-based programme

The learner will:

4. Be able to instruct gym-based exercise

The learner can:

- 4.1 Use warm up and cool down activities that are safe and effective for the clients
- 4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to clients' needs and level of experience
- 4.3 Check the clients' understanding of instructions and give them the opportunity to ask questions
- 4.4 Ensure the clients carry out exercises in a safe and effective manner
- 4.5 Give the clients the necessary information and motivate them to continue to carry out the exercises without direct supervision
- 4.6 Keep to the planned timings for the session
- 4.7 Manage group behaviour as appropriate

The learner will:

5. Know how to observe and supervise gym-based exercise

The learner can:

- 5.1 Outline the needs and potential of the clients

5.2 Identify the types of hazards that may occur during a session and how to manage these

5.3 Outline the reporting procedures for health and safety

5.4 Identify safe and effective alignment of exercise positions

5.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions

5.6 Outline the importance/methods of voice projection to include the effective use of volume and pitch of voice

The learner will:

6. Be able to observe and supervise gym-based exercise

The learner can:

6.1 Move around the area so that all clients can be observed and respond to their needs in a fair and equitable way

6.2 Monitor exercise intensity using appropriate method/s

6.3 Make sure all clients can take part in the exercises

6.4 Monitor the safety and effectiveness of the exercises and adapt these accordingly with suitable progressions/regressions

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

6.6 Encourage and support clients to take responsibility for their own fitness

6.7 Review clients' progress and offer fitness advice in response to clients' changing needs

6.8 Give clients the chance to ask questions and provide them with appropriate and clear information

6.9 Refer clients to another professional when their needs go beyond own level of competence

The learner will:

7. Know how to bring a gym-based exercise session to an end

The learner can:

7.1 Explain the purpose and value of a cool-down

7.2 Explain why clients need to understand purpose and value of a cool-down

7.3 Describe safe and effective cool-down activities for gym-based exercise

The learner will:

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

The learner can:

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

8.2 End the session using cool down activities that are safe and effective for the clients

8.3 Give the clients an accurate feedback summary on the session

8.4 Give the clients the opportunity to:

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

8.5 Make sure the clients have the necessary information about future activities and review procedures

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

8.7 Leave the environment in a condition acceptable for future use

8.8 Pass on suggestions for improving health and safety to a competent person or agency

Assessment	Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

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- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 3, 5, 7

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 2, 4, 6 and 8 must be assessed using workplace evidence generated when the learner is instructing and supervising gym-based exercise.

Learning outcome 2

When preparing clients for gym-based exercise the learner must cover 3 of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with 2 of the following types:

(b) clients

- 1 individuals
- 2 groups.

Learning outcome 4

When instructing gym-based exercise the learner must cover 3 of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with 2 of the following types:

(b) clients

- 1 individuals
- 2 groups.

Learning outcome 6

When observing and supervising gym-based exercise the learner must cover 3 of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with 2 of the following types:

(b) clients

- 1 individuals
- 2 groups.

Learning outcome 8

When bringing a gym-based exercise session to an end the learner must cover 2 of the following types:

(a) sessions, covering

- 1 cardiovascular
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with 2 of the following types:

(b) clients

- 1 individuals
- 2 groups.

Instruct health related exercise and physical activity to children (D/601/7370)

Unit aim

This unit covers the knowledge and competence that the learner needs to plan and prepare health related exercise and physical activity for children.

Unit content

The learner will:

1. Understand exercise and physical activity for children

The learner can:

1.1 Explain the barriers and motivations to participation with particular reference to the stages of maturation in children

1.2 Explain the stages of maturation in children

1.3 Describe the importance of promoting the whole concept of health and fitness to children including:

- daily exercise
- nutrition
- wellness
- play
- healthy lifestyle

1.4 Define the national recommended guidelines for the amount of physical activity required for the health and well-being of children

1.5 Identify agencies involved in promoting activity for children's health in the UK

1.6 Explain the difference between chronological and biological age

The learner will:

2. Understand social, emotional and psychological considerations related to children

The learner can:

2.1 Describe the social, emotional and psychological benefits of children taking part in regular physical activity

2.2 Identify positive ways of promoting social, emotional and psychological benefits to parents/carers

2.3 Describe the role of the instructor in providing solutions to assist in the promotion of confidence with children

2.4 Outline the motivational factors that may assist younger participants to adhere to physical activity

2.5 Describe the common physical and psychological barriers to physical activity that children may face and how to respond to these

2.6 Identify strategies to build into a session plan to assist motivation

The learner will:

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

The learner can:

3.1 Meet the children punctually and make them feel welcome and at ease

3.2 Ensure appropriate resources are available for the planned session

3.3 Follow the correct procedures for registering the children's attendance

3.4 Check children's level of experience and ability for the session, identifying any new participants

3.5 Screen for any illnesses or injuries and advise children of any reasons why they should not participate in the session

3.6 Provide the children with clear information about the planned activities for the session

3.7 Give the children clear information about the ground rules for behaviour and the reasons for these

3.8 Advise the children of the facility's emergency procedures and health and safety requirements for the session

3.9 Confirm or revise plans for the session if necessary

The learner will:

4. Know how to instruct health related exercise and physical activity to children

The learner can:

4.1 Interpret national guidelines for safeguarding children

4.2 State the aims of the programme being delivered

4.3 Summarise the needs and potential of the children involved

4.4 Identify the types of special requirements that children may have

4.5 Describe how to adapt session plans, equipment and facilities to meet the special requirements that children may have

4.6 Explain the purpose and value of warm-up and cool-down

4.7 Explain why children need to understand the purpose and value of warm-up and cool-down

4.8 Describe safe and effective warm-up and cool-down activities for children involved in health related physical activity and exercise

4.9 Identify reasons for temporary deferral of exercise

4.10 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class

4.11 Outline the legalities of the use of music

4.12 Explain effective cueing

4.13 Describe a range of physical activities that are safe and appropriate for children

4.14 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions

4.15 Describe the purpose of physical activities and how to break exercise/movements down to their component parts

4.16 Describe how to develop participant co-ordination by building exercises/movements up gradually

4.17 Outline the importance/methods of voice projection

4.18 Outline the information that must be given to other people who are involved in the session

4.19 Outline the principles of behaviour management when working with children in the age range 5-15

The learner will:

5. Be able to instruct exercise and physical activity to children

The learner can:

5.1 Ensure children are appropriately dressed for the activities

5.2 Develop and maintain an atmosphere of fun and enjoyment

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

5.4 Make sure that explanations and demonstrations are technically correct as appropriate to the children's needs and level of experience and the activity

5.5 Communicate with the children in a way that is appropriate to their needs, is fun and motivates them to take part

5.6 Give the children the opportunity to ask questions and respond appropriately to their queries

5.7 Ensure that the children take part in the session in a safe manner

5.8 Monitor exercise intensity using appropriate method/s

5.9 Keep to the planned timing for the session

5.10 Apply an appropriate code of practice during the session for all children

The learner will:

6. Be able to support children to take part in exercise and physical activity

The learner can:

6.1 Give children attention and motivation as appropriate to their needs

6.2 Observe children's activity throughout the session

6.3 Check regularly for the children's ability to perform the exercises and provide appropriate progressions/regressions

6.4 Use appropriate methods to correct and reinforce technique

6.5 Build physical activities gradually as appropriate to the children

6.6 Observe and manage children's behaviour throughout the session

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

6.8 Adapt the activities to respond to the changing needs of the children during the session

The learner will:

7. Be able to bring an exercise and physical activity session to an end

The learner can:

7.1 Allow sufficient time to end the session

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

7.3 Give the children an accurate feedback summary on the session and its benefits

7.4 Give the children the opportunity to:

- think about the session
- ask questions
- provide feedback

7.5 Provide information about future sessions

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

7.7 Leave the environment in a condition acceptable for future use

Assessment

Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome

Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 2, and 4

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3, 5, 6 and 7 must be assessed using workplace evidence generated when the learner is instructing health related exercise and physical activity to children.

Learning outcome 3

When preparing children for exercise and physical activity the learner must cover 2 of the following types:

(a) sessions

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

Learning outcome 5

When instructing exercise and physical activity to children the learner must cover 2 of the following types:

(a) session

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

Learning outcome 6

When supporting children to take part in exercise and physical activity the learner must cover 2 of the following types:

(a) sessions

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

with 4 of the following types:

(b) methods

- 1 changing positions
- 2 asking questions
- 3 making adaptations
- 4 verbal communications
- 5 visual communications.

Learning outcome 7

When bringing an exercise and physical activity session to an end the learner must cover 2 of the following types:

(a) sessions

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques

5 provide opportunities for fun and enjoyment.

Plan and prepare health related exercise and physical activity for children (K/601/7369)

Unit aim

This unit covers the knowledge and competence that the learner needs to plan and prepare health-related exercise and physical activity for children.

Unit content

The learner will:

1. Understand anatomy and physiology relating to children

The learner can:

1.1 Explain bone formation with particular emphasis on potential injuries resulting from intense training, changes relating to bone density, joint stability, function and posture

1.2 Describe the implications of growth and development during the various stages of child development

1.3 Describe preventative measures to avoid growth related injuries

1.4 Describe the benefits of strength gains in children

1.5 Outline the general responses of the cardiovascular system to training in children

1.6 Describe ways of monitoring levels of exertion in children

1.7 Describe the benefits of cardiovascular training in children

1.8 Describe the importance of rehydration and body heat regulation in children and how to take account of these

The learner will:

2. Understand social, emotional and psychological considerations related to children

The learner can:

2.1 Describe the social, emotional and psychological benefits of children taking part in regular physical activity

2.2 Identify positive ways of promoting social, emotional and psychological benefits to parents/carers

2.3 Describe the role of the instructor in providing solutions to assist in building children's confidence

2.4 Outline the motivational factors that may assist children of all ages to enjoy the session and adhere to physical activity

2.5 Describe the common physical and psychological barriers to physical activity that children may face and how to respond to these

2.6 Outline current national guidelines covering the health, safety and welfare of children and describe how to implement these during physical activity sessions with children

2.7 Describe exercises that are safe and appropriate for children of all ages, including alternatives to potentially harmful physical activities

The learner will:

3. Know how to collect and analyse relevant information

The learner can:

3.1 Describe the factors which affect the ability of children to exercise

3.2 Identify reasons for temporary deferral of exercise

3.3 Identify why it may be necessary to refer the child to another professional

3.4 Describe the process of informed consent in the context of children

3.5 Identify when and how to obtain parental/ carer consent

3.6 Describe the screening process and how it applies to children

3.7 Explain the importance of collecting emergency contact information

The learner will:

4. Be able to collect and analyse relevant information

The learner can:

4.1 Establish effective working relationship with the parent/carer

4.2 Collect the information needed to plan physical activity sessions

4.3 Ensure the information is accurate and up-to-date

4.4 Ensure there is informed parental/carer consent for the physical activity sessions

4.5 Analyse the information and identify the implications for health related physical activities

4.6 Refer any child whose needs and potential cannot be met to another professional

4.7 Maintain client confidentiality in line with good practice procedures

The learner will:

5. Know how to plan safe and effective exercise and physical activity for children

The learner can:

5.1 Explain how to identify objectives for sessions based on collected information

5.2 Explain how to apply the principles and variables of fitness to a range of activities which will achieve various health benefits and the required levels of physical activity in children

5.3 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class

5.4 Outline the legalities covering the use of music

5.5 Describe how to use a range of physical resources appropriate to children to achieve required levels of activity

5.6 Outline the health and environmental factors which can influence safety and group/individual working space

5.7 Explain the importance and application of warm up and cool down when designing physical activity for children

5.8 Describe how to record plans in the appropriate form

The learner will:

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

The learner can:

6.1 Identify objectives that are appropriate to:

- the needs and potential of the children

- accepted good practice in the industry
- own level of competence
- the aims of the session

6.2 Plan sessions that will help all the children take part and achieve the planned objectives

6.3 Structure the session so that the children will be motivated to adhere to physical activity

6.4 Plan realistic timings for sessions

6.5 Identify ground rules for behaviour that will minimise risks to the children

6.6 Record plans in the required format

6.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence

Assessment	Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 2, 3, and 5

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 4 and 6 must be assessed using workplace evidence generated when the learner is planning and preparing health related exercise and physical activity for children.

Learning outcome 4

When collecting and analysing relevant information the learner must cover 5 of the following types:

(a) information

- 1 emergency contact
- 2 parent/guardian details
- 3 personal goals
- 4 lifestyle
- 5 medical history
- 6 physical activity history
- 7 physical activity likes and dislikes.

with 2 of the following types:

(b) information sources

- 1 child
- 2 parents/carers
- 3 school.

Learning outcome 6

When planning safe and effective exercise and physical activity for children the learner must cover 5 of the following types:

(a) objectives

- 1 promote and enhance activity levels
- 2 improve social skills
- 3 personal development
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

Plan and prepare group exercise to music (R/601/7365)

Unit aim

This unit covers the knowledge and competence that the learner needs to plan and prepare group exercise to music.

Unit content

The learner will:

1. Know how to plan and prepare group exercise to music

The learner can:

1.1 Explain the importance of careful and thorough planning and preparation for sessions

1.2 Outline the needs and potential of the participants including reasons for and barriers to participation in the session

1.3 Describe exercises that are safe and appropriate for participants including alternatives to potentially harmful exercises

1.4 Identify safe and effective alignment of exercise positions

1.5 Describe how to work to the structure and phrase of the music

1.6 Identify the suitable speed and type of music for the participants and section of the class

1.7 Outline the legalities covering the use of music

1.8 Explain effective cueing

The learner will:

2. Know how to collect and analyse relevant information

The learner can:

2.1 Outline the range of different methods that may be used to collect information including questionnaire, interview, observation and physical measurements

2.2 Describe how to use the range of different methods that may be used to collect information

- 2.3 Describe the screening process and the factors which effect the ability to exercise
- 2.4 Identify reasons for temporary deferral of exercise
- 2.5 Identify why it may be necessary to refer the client to another professional
- 2.6 Describe the purpose of the informed consent
- 2.7 Outline the emergency procedures of the facility/organisation
- 2.8 Explain the purpose of the Physical Activity Readiness Questionnaire (PAR-Q) and how to record and interpret information provided, if required

The learner will:

3. Be able to collect and analyse relevant information

The learner can:

- 3.1 Collect the information needed to plan group exercise sessions
- 3.2 Ensure the information is accurate and up-to-date
- 3.3 Analyse the information and identify the implications for group exercise to music
- 3.4 Refer any participants whose needs and potential cannot be met to another professional
- 3.5 Maintain client confidentiality in line with good practice procedures

The learner will:

4. Know how to plan safe and effective group exercise to music

The learner can:

- 4.1 Explain how to identify and agree objectives for sessions based on collected information
- 4.2 Describe how to use a range of equipment to achieve required fitness development
- 4.3 Outline the health and environmental factors which can influence safety and group/individual working space
- 4.4 Describe how to record plans in the required format
- 4.5 Outline risk assessment/management procedures
- 4.6 Explain the consequences of failing to manage health and safety

The learner will:

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

The learner can:

5.1 Identify and agree objectives that are appropriate to:

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

5.2 Plan sessions that will help all the participants take part and achieve planned objectives

5.3 Identify hazards and assess the risk of these hazards actually causing harm

5.4 Plan how to minimise identified risks with clients

5.5 Plan realistic timings and original choreography for sessions

5.6 Record plans in the appropriate format

5.7 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence

The learner will:

6. Know how to prepare self and equipment for group exercise to music

The learner can:

6.1 Outline the manufacturers' guidelines and organisations guidelines for replacement of equipment

6.2 List a range of equipment used in group exercise sessions

6.3 Describe how to safely store equipment

6.4 Identify what to look for when checking equipment

6.5 Describe safe manual handling techniques

The learner will:

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

The learner can:

7.1 Identify and select the correct equipment for the sessions

7.2 Check the equipment is in safe working order

7.3 Lift and handle the equipment in a way that prevents injury and damage

7.4 Ensure/organise sufficient space for safe exercise performance

7.5 Provide sufficient equipment for the participants

7.6 Be fully prepared to supervise the sessions

7.7 Follow correct health and safety procedures for any unsafe equipment

Assessment	Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome
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Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualification):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 2, 4 and 6

These can be assessed by;

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3, 5 and 7 must be assessed using workplace evidence generated when the learner is planning and preparing group exercise to music.

Learning outcome 3

When collecting and analysing relevant information the learner must cover 3 of the following types:

(a) sessions, covering

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

Learning outcome 5

When planning safe and effective group exercise to music the learner must cover 5 of the following types:

(a) objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation

- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment.

with 3 of the following types:

(b) sessions, covering

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with 3 of the following types:

(c) hazards, relating to

- 1 the participants
- 2 the planned activities
- 3 other activities happening at the same time.

Learning outcome 7

When preparing self and equipment for group exercise to music the learner must cover 3 of the following types:

(a) sessions, covering

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

Instruct group exercise to music (Y/601/7366)

Unit aim

This unit covers the knowledge and competence that the learner needs to instruct group exercise to music.

Unit content

The learner will:

1. Know how to prepare participants for group exercise to music

The learner can:

1.1 Explain the purpose and value of warm up

1.2 Explain why participants need to understand the purpose and value of warm up

1.3 Describe safe and effective warm up activities for group exercise to music

1.4 Identify reasons for temporary deferral of exercise

The learner will:

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

The learner can:

2.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease

2.2 Check participants' level of experience and ability for the session, identifying any new participants

2.3 Explain the demands of the session including physical and technical

2.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the exercises

2.5 Provide participants with clear information about the planned activities for the session and explain the exercises

2.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice

2.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session

2.8 Confirm or revise plans for the session with participants if necessary

The learner will:

3. Know how to safely instruct group exercise to music to participants

The learner can:

3.1 Describe the purpose of the exercises included in the session

3.2 Describe a range of exercises that are safe and appropriate for participants

3.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone

3.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class

3.5 Explain how to work to the structure and phrase of the music

3.6 Explain effective cueing

3.7 Outline the legalities of the use of music

3.8 Identify the types of hazards that may occur during a session and how to manage these

3.9 Outline the reporting procedures for health and safety

3.10 Outline the information that must be given to other people who are involved in the session

The learner will:

4. Be able to safely instruct group exercise to music to participants

The learner can:

4.1 Prepare participants physically for the exercises using safe and effective warm ups

4.2 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions appropriate to participants' needs and level of experience

4.3 Give participants the opportunity to ask questions

4.4 Provide effective cueing to enable participants to work to the structure of music

4.5 Use volume and pitch of the voice effectively relative to the music

4.6 Ensure that participants take part in the exercises in a safe manner

4.7 Monitor exercise intensity using appropriate method/s

4.8 Keep to the planned timings for the exercises

4.9 Apply the appropriate code of practice during the session

The learner will:

5. Know how to help participants improve their performance

The learner can:

5.1 Outline the needs and potential of the participants

5.2 Describe the types of special requirements that participants may have

5.3 Describe how to adapt session plans, equipment and facilities to meet the special requirements that participants may have

5.4 Describe how to break exercise/movements down to their component parts

5.5 Describe how to develop participant co-ordination by building exercises/movements up gradually, including layering techniques and holding patterns

5.6 Describe effective methods of building combinations of movements

5.7 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions

The learner will:

6. Be able to help participants improve their performance

The learner can:

6.1 Provide appropriate attention and motivation to all participants

6.2 Observe participants' performance throughout the session from appropriate instructing positions

6.3 Check regularly for the participants' ability to perform the exercises and provide appropriate progressions/regressions

6.4 Use appropriate teaching methods to correct and reinforce technique

6.5 Build-up exercises gradually and explain the purpose of exercises

6.6 Provide instructing points and feedback which is timely, clear and helps participants achieve their objectives

6.7 Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session

The learner will:

7. Know how to bring a group exercise to music session to an end

The learner can:

7.1 Explain the purpose and value of a cool down

7.2 Explain why participants need to understand the purpose and value of a cool down

7.3 Describe safe and effective cool down activities for group exercise to music

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 the participants' level of experience

8.2 End the session using cool down activities that are safe and effective for the participants

8.3 Give the participants an accurate feedback summary on the session and its benefits

8.4 Give the participants the opportunity to:

- think about the session
- ask questions
- provide feedback
- identify their further needs

8.5 Ensure the participants have information about future sessions

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

8.7 Leave the environment in a condition acceptable for future use

8.8 Pass on suggestions for improving health and safety to a competent person or agency

Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 3, 5 and 7

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 2, 4, 6 and 8 must be assessed using workplace evidence generated when the learner is instructing group exercise to music.

Learning outcome 2

When preparing participants for group exercise to music the learner must cover 3 of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

Learning outcome 4

When safely instructing group exercise to participants the learner must cover 3 of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

Learning outcome 6

When helping participants improve their performance the learner must cover 3 of the following types:

(a) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

with 5 of the following types:

(b) teaching methods

- 1 changing teaching positions
- 2 asking questions
- 3 making adaptations and progressions

- 4 verbal and visual communications
- 5 mirroring.

Learning outcome 8

When bringing a group exercise to music session to an end the learner must cover 3 of the following types:

(a) sessions

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills
- 5 circuit formats.

Plan and prepare water-based exercise (D/601/7367)

Unit aim

This unit covers the knowledge and competence that the learner needs to plan and prepare water-based exercise.

Unit content

The learner will:

1. Know how to plan and prepare water-based exercise

The learner can:

1.1 Explain the importance of careful and thorough planning and preparation for sessions

1.2 Identify safe entries and exits to a pool

1.3 Outline the needs and potential of the clients including reasons for and barriers to participation in the session

1.4 Describe exercises that are safe and appropriate for clients including alternatives to potentially harmful exercises

1.5 Identify safe and effective alignment of exercise positions

1.6 Describe safe and effective pacing and speed of exercises in a water-based environment

1.7 Describe how music can enhance a session and the suitability of speed and type of music for the participants and section of the class

1.8 Outline the legalities covering the use of music

1.9 Explain effective cueing

The learner will:

2. Know how to collect and analyse relevant information

The learner can:

2.1 Describe the screening process and the factors which effect the ability to exercise

2.2 Outline the information needed to plan water based exercise

2.3 Outline different methods of collecting the information needed to plan water based exercise

2.4 Identify reasons for temporary deferral of exercise

2.5 Identify why it may be necessary to refer the client to another professional

2.6 Describe the purpose of the informed consent

2.7 Outline the emergency procedures of the facility/organisation

2.8 Explain the Pre Activity Readiness Questionnaire (PAR-Q) and how to record and interpret the information provided

The learner will:

3. Be able to collect and analyse relevant information

The learner can:

3.1 Collect the information needed to plan water based exercise sessions

3.2 Ensure the information is accurate and up-to-date

3.3 Analyse the information and identify the implications for water based exercise

3.4 Refer any clients whose needs and potential cannot be met to another professional

3.5 Maintain client confidentiality in line with good practice procedures

The learner will:

4. Know how to plan safe and effective water-based exercise

The learner can:

4.1 Explain how to identify and agree objectives for sessions based on collected information

4.2 Outline the effect of environmental factors including water temperature and depth, humidity and air temperature on participation in water based exercise

4.3 Describe the effects of thermoregulation on class structure

4.4 Describe the considerations for the inclusion of non-swimmers

4.5 Outline the health and environmental factors which can influence safety and group/individual working space

4.6 Explain how to use a range of resistance and buoyancy equipment to achieve the required fitness development

4.7 Describe the safe use of electrical equipment in a pool environment

4.8 Describe how to record plans in the required format

4.9 Outline risk assessment/management procedures

4.10 Explain the consequences of failing to manage health and safety

The learner will:

5. Be able to plan safe and effective water-based exercise

The learner can:

5.1 Identify objectives that are appropriate to:

- the needs and potential of clients
- accepted good practice in the industry
- own level of competence
- the aims of the session

5.2 Plan sessions that will help the clients take part and achieve planned objectives

5.3 Plan for the use of music where appropriate to the session

5.4 Identify hazards and carry out a risk assessment

5.5 Plan how to minimise risks

5.6 Get advice from another professional if there are any objectives, exercises or hazards beyond own level of competence

5.7 Plan realistic timings and sequences for sessions

5.8 Record plans in the required format

The learner will:

6. Know how to prepare equipment for water-based exercise

The learner can:

6.1 Outline the manufacturers' guidelines and organisations guidelines for replacement of equipment

6.2 Describe the safe use, storage, checking and maintenance of equipment

6.3 Describe safe manual handling techniques

The learner will:

7. Be able to prepare equipment for water-based exercise

The learner can:

7.1 Identify and select the correct equipment for the sessions

7.2 Check the equipment is in safe working order

7.3 Lift and handle the equipment in a way that prevents injury and damage

7.4 Ensure there is sufficient space for safe exercise performance

7.5 Provide sufficient equipment for the clients

7.6 Follow correct health and safety procedures for any unsafe equipment

Assessment

Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome

Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs & SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness

Learning outcomes 1, 2, 4, and 6

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3, 5, and 7 must be assessed using workplace evidence generated when the learner is planning and preparing water-based exercise.

Learning outcome 3

When collecting and analysing relevant information the learner must cover 1 of the following types:

- (a) session environment
 - 1 shallow water
 - 2 deep water.

Learning outcome 5

When planning safe and effective water-based exercise the learner must cover 5 of the following types:

- (a) objectives
 - 1 improve fitness
 - 2 improve motivation
 - 3 address barriers to participation
 - 4 improve skills and techniques
 - 5 provide opportunities for fun and enjoyment.

with 1 of the following types:

- (b) session environment
 - 1 shallow water
 - 2 deep water

with 3 of the following types:

- (c) hazards, relating to
 - 1 the client
 - 2 the planned activities
 - 3 other activities happening at the same time.

Learning outcome 7

When preparing equipment for water-based exercise the learner must cover 1 of the following types:

- (a) session environment
 - 1 shallow water
 - 2 deep water.

Instruct water-based exercise (H/601/7368)

Unit aim

This unit covers the knowledge and competence that the learner needs to instruct water-based exercise.

Unit content

The learner will:

1. Understand water-based exercise

The learner can:

- 1.1 Describe the effects of water-based physical activity on energy expenditure
- 1.2 Describe the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise
- 1.3 Describe the use of synergistic arm movements and muscle contractions in the water
- 1.4 Outline theories of lift/propulsion and their applications in water-based exercise
- 1.5 Describe the effect water has on the body
- 1.6 Describe how to prevent injury in water-based activities
- 1.7 Describe how water-based activities can contribute to injury rehabilitation
- 1.8 Explain how water-based exercise can contribute to weight management
- 1.9 Explain the importance of health and safety in the facility and of paying close attention to possible hazards in the water-based environment
- 1.10 Explain the risks of using electrical equipment on the poolside and how to minimise these risks

The learner will:

2. Know how to prepare participants for water-based exercise

The learner can:

- 2.1 Explain the purpose and value of a warm up

2.2 Explain why participants need to understand the purpose and value of a warm-up

2.3 Describe safe and effective warm-up activities for water-based exercise

2.4 Identify reasons for temporary deferral of exercise

The learner will:

3. Be able to prepare participants for water-based exercise

The learner can:

3.1 Arrive in time to set up the session, meet the participants punctually and make them feel welcome and at ease

3.2 Check participants' level of experience and ability for the session, identifying any new participants

3.3 Explain the demands of the session including physical and technical

3.4 Ask participants if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the session

3.5 Provide participants with clear information about the planned activities for the session and explain the exercises and their benefits

3.6 Choose and apply methods of motivating participants that are appropriate to them and accepted good practice

3.7 Advise participants of the facility's emergency procedures and health and safety requirements for the session

3.8 Confirm or revise plans for the session if necessary

The learner will:

4. Know how to safely instruct water-based exercise to participants

The learner can:

4.1 Describe the purpose of the exercises included in the session

4.2 Describe safe and effective pacing and speed of exercises in a water-based environment

4.3 Outline the importance/methods of voice projection including effective use of volume and pitch of voice with and without a microphone

- 4.4 Describe the structure of music, suitability of speed and type of music for the participants and section of the class
- 4.5 Explain how to work to the structure and phrase of the music
- 4.6 Explain effective cueing
- 4.7 Outlines the legalities covering of the use of music
- 4.8 Identify potential concerns for own safety and wellbeing when instructing in the water-based environment
- 4.9 Describe appropriate attire for the participants and instructor
- 4.10 Identify the types of new hazards that may occur during a session and how to manage them
- 4.11 Describe how to safely and effectively space class participants in the water
- 4.12 Outline the reporting procedures for health and safety
- 4.13 Outline the information specific to the water-based environment that must be given to other people who are involved in the session

The learner will:

5. Be able to safely instruct water-based exercise to participants

The learner can:

- 5.1 Prepare participants physically for the exercises using safe and effective warm ups
- 5.2 Give explanations and demonstrations of exercises that are technically correct with safe and effective alignment of exercise positions as appropriate to participants' needs and level of experience
- 5.3 Vary the pace to suit the participants and ensure effectiveness in the water
- 5.4 Give participants the opportunity to ask questions
- 5.5 Communicate clearly, using volume and pitch of the voice effectively
- 5.6 Ensure that participants take part in the session in a safe manner
- 5.7 Monitor exercise intensity using appropriate method/s

5.8 Keep to the planned timings for the session

5.9 Apply the appropriate code of practice when working with participants during the session

The learner will:

6. Know how to help participants improve their performance

The learner can:

6.1 Outline the needs and potential of the participants

6.2 Describe the types of special requirements that participants may have

6.3 Describe how to adapt session plans, equipment and environment to meet the special requirements participants may have

6.4 Describe a range of exercises that are safe, appropriate and effective for the participants

6.5 Identify a range of alternative exercises for adaptation including any appropriate progressions and regressions

6.6 Describe the purpose of exercises and how to break exercise/movements down to their component parts

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

6.8 Describe effective methods of building combinations of movements

The learner will:

7. Be able to help participants improve their performance

The learner can:

7.1 Provide appropriate attention and motivation to participants

7.2 Observe participants' performance throughout the session from an appropriate instructing position

7.3 Check regularly for the participant's ability to perform the exercises and provide appropriate progressions/regressions

7.4 Use appropriate teaching methods to correct and reinforce technique

7.5 Develop exercises gradually and explain the purpose of the exercises and their benefits

7.6 Provide clear support and feedback which helps participants achieve their objectives

7.7 Adapt the activities to respond to the changing needs of the participants, equipment and environment during the session

The learner will:

8. Know how to bring a water-based exercise session to an end

The learner can:

8.1 Explain the purpose and value of a cool down

8.2 Explain why participants need to understand the purpose and value of a cool-down

8.3 Describe safe and effective cool-down activities for water-based exercise

The learner will:

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

The learner can:

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

9.2 End the session using cool down activities that are safe and effective for the participants

9.3 Give the participants an accurate feedback summary on the session and its benefits

9.4 Give the participants the opportunity to:

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

9.5 Ensure the participants have information about future sessions

9.6 Follow the correct procedures for checking and storing equipment used

9.7 Leave the environment in a condition acceptable for future use

9.8 Pass on any health and safety issues arising during the session to an appropriate person

Assessment

Observation, professional discussion, oral questions and answers, questions requiring written answers, dependent on learning outcome

Assessment guidance note

This unit must be assessed in accordance with the following 3 documents, which can be downloaded from SkillsActive's website (www.skillsactive.com/common-unit-qualifications):

- Additional Requirements for Qualifications that use the title NVQ within the QCF
- Assessment Strategy for NVQs and SVQs
- QCF Evidence Requirements and Assessment Guidance for the Level 2 NVQ Diploma in Instructing Exercise and Fitness.

Learning outcomes 1, 2, 4, 6 and 8

These can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

Learning outcomes 3, 5, 7 and 9 must be assessed using workplace evidence generated when the learner is instructing water-based exercise.

Learning outcome 3

When preparing participants for water-based exercise the learner must cover 1 of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

with 3 of the following types:

(b) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

Learning outcome 5

When safely instructing water-based exercise to participants the learner must cover 1 of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.

with 3 of the following types:

(b) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

Learning outcome 7

When helping participants improve their performance the learner must cover 1 of the following types:

(a) session environment

- 1 shallow water
- 2 deep water

with 3 of the following types:

(b) exercises

- 1 cardiovascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 motor skills.

with 5 of the following types:

(c) teaching methods

- 1 changing teaching positions
- 2 asking questions
- 3 making adaptations and progressions
- 4 verbal and visual communications and interactions
- 5 mirroring.

Learning outcome 9

When bringing a water-based exercise session to an end the learner must cover 1 of the following types:

(a) session environment

- 1 shallow water
- 2 deep water.



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