

YMCA Level 2 Award in Group Exercise
Instructing (603/7151/1)

YMCA Level 2 Certificate in Group Exercise
Instructing (603/7154/7)

Qualification Specification



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YMCA Level 2 Award in Group Exercise Instructing

YMCA Level 2 Certificate in Group Exercise Instructing

Qualification Specification

Qualification number: 603/7151/1 and 603/7154/7

Operational start date: 01 March 2021

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Introduction

About Y Awards Ltd

At Y Awards Ltd, 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.

Y Awards Ltd are an internationally recognised organisation. We are highly respected in health and fitness circles. Most importantly of all we have helped over 400,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

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

Qualification aim

The aim of these qualifications is to develop the knowledge, skills and behaviours of learners to enable them to professionally prescribe, plan and deliver safe and effective group exercise programmes within a gym, health club or outdoor environment as a Level 2 Group Exercise instructor.

Overview of knowledge, skills and understanding

- Anatomy and physiology including:
 - the heart and circulatory system
 - the respiratory system
 - the digestive system
 - structure and function of the skeleton
 - musculoskeletal system
 - postural and core stability
 - the nervous and energy systems and their relation to exercise
 - anatomical terminology

- the endocrine system
- the effects of exercise on the body systems
- lifespan changes that affect the body systems and health.
- Principles of working in an exercise environment, including customer service and how to maintain health, safety and welfare.
- How to communicate with clients effectively and motivate clients to adhere to an exercise programme.
- The skills and knowledge required to plan and deliver group exercise sessions with apparently healthy adults. This may include older adults (50 plus) and (providing they are part of a larger adult group) young people aged 13-18.

Target group and age range

This qualification has been designed to be accessed by those 15 years and older. Learners must be at least 16 years to be certificated.

Qualification structure

YMCA Level 2 Award in Group Exercise Instructing (603/7151/1)

This qualification is graded Pass/Refer.

To achieve the **YMCA Level 2 Award in Group Exercise Instructing (603/7151/1)**, learners must successfully complete the '**Principles of planning and delivering group exercise**' (L/618/6381) unit from Group A and **one** discipline unit from Group B.

The Total Qualification Time (TQT) for this qualification is 56 - 62 hours. The Guided Learning Hours (GLH) assigned are 45 - 48 hours.

Note: This qualification is only available to learners who have previously completed a qualification endorsed against the CIMSPA Core Group Exercise Instructor, Gym Instructor or Strength and Conditioning Trainer professional standard.

YMCA Level 2 Certificate in Group Exercise Instructing (603/7154/7)

This qualification is graded Pass/Refer.

To achieve the **YMCA Level 2 Certificate in Group Exercise Instructing (603/7154/7)**, learners must successfully complete **one (1)** of the Anatomy and physiology units, **all** the underpinning knowledge and skills units. and **one** discipline unit from Group B.

The Total Qualification Time (TQT) for this qualification is 185 – 224 hours. The Guided Learning Hours (GLH) assigned are 134 - 170 hours.

Group A: Underpinning knowledge and skills units

Anatomy and physiology

Learners must achieve **one (1)** of the following Anatomy and physiology units

Unit reference number	Unit title	Level	Credit
K/616/7823	Anatomy and physiology for exercise and fitness instructors	2	6
H/650/7417	Fundamentals of anatomy and physiology for exercise and fitness professionals	2	9

Underpinning knowledge and skills units

Learners must achieve **all** underpinning knowledge and skills units.

Unit number	Unit title	Level	Credit
M/616/7824	Providing a positive customer experience in the exercise environment	2	5
K/616/7949	Lifestyle management and health awareness	2	2
L/618/6381	Principles of planning and delivering group exercise	2	2

Group B: Discipline units

Learners must achieve **one (1)** of the following discipline units.

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

Important information:

Centres choosing to deliver the '**Anatomy and physiology for exercise and fitness instructors' (K/616/7823)** unit are **not affected** by the change in rule of combination and therefore, should follow the guidance and complete the assessments as outlined in the discipline specific YMCA Level 2 Certificate in Group Exercise Instructing (603/7154/7) Learner Assessment Record (LAR).

Centres delivering the '**Fundamentals of anatomy and physiology for exercise and fitness professionals' (H/650/7417)** unit will need to follow the guidance and complete the assessments as outlined in the '**Rule of Combination Adaptation for YMCA Level 2 Certificate in Group Exercise Instructing (603/7154/7) document** which is listed against the qualification in Y-Connect (in the documents section).

Note: Centres can only access this section if they are approved to deliver the qualification.

Total Qualification Time (TQT)

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

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

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

Guided Learning Hours (GLH)

This is:

- Face to face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real time (the learner and tutor can be either remote or in the same physical place during eLearning).
- 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 learner and tutor can be either remote or in the same physical place during assessment).

This is **not**:

Unsupervised learning such as:

- eLearning 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.support@ymca.co.uk.

Entry requirements

Learners must be aged 16 plus at the point of certification. Ideally learners should have some experience of participating in exercise through personal practice as participation in group exercise sessions will be mandatory.

Learners completing the YMCA Level 2 Award in Group Exercise Instructing (603/7151/1) must previously have completed a qualification endorsed against the CIMSPA Core Group Exercise Instructor, Gym Instructor or Strength and Conditioning Trainer professional standard.

Opportunities for progression

These qualifications can lead to employment as a group exercise instructor within a fitness facility.

The qualification can also lead to further training at the same and higher levels in, for example:

- Level 3 Apprenticeship in Personal Training
- YMCA Level 2 Certificate in Gym Instructing (603/2767/4)
- YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) (603/3413/7)
- YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1)
- YMCA Level 3 Award in First Aid at Work (603/1903/3)
- YMCA Level 3 Award in Business Skills for the Fitness Professional (600/1146/4)
- YMCA Level 3 Award in Instructing Outdoor Fitness (600/1144/0)
- YMCA Level 3 Award in Sports Conditioning (600/1145/2)
- YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients (600/5681/2)
- YMCA Level 3 Diploma in Personal Training (Practitioner) (603/2438/7)
- YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)
- YMCA Level 3 Diploma in Teaching Yoga (Practitioner) (603/3617/1)
- YMCA Level 3 Diploma in Sports Massage Therapy (601/5011/7).

Mapping to standards

These qualifications are fully mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for a Core Group Exercise Instructor.

Centre approval

These qualifications can only be offered by centres approved by Y Awards Ltd to deliver them.

Details of Y Awards Ltd 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 application, through Y-Connect 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 Y Awards Ltd. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and IQA approval requirements

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

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

Tutors

Tutors must:

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

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

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

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

Assessors

Assessors must:

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

- Have credible experience of providing training and assessment.

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

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

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

If none of the above qualifications are held, the centre's Y Awards Ltd External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification. The assessor may be the tutor. However, the assessor cannot be the Internal Verifier.

Internal Quality Assurers

Internal quality assurers must:

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

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

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

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

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

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

Registration

All learners must be registered within the first 10% of the duration of their course (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

These qualifications are available in:

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

Reasonable adjustments and special considerations

In making these qualifications available, Y Awards Ltd 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

Y Awards Ltd 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 are these qualification assessed

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

These qualifications are unit based 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 (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 (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.

These qualifications must be assessed in line with Y Awards Ltd assessment policies and procedures (www.ymcaawards.co.uk/centres/centre-guidance)

The YMCA Level 2 Award in Group Exercise Instructing (603/7151/1) is internally assessed. The YMCA Level 2 Certificate in Group Exercise Instructing (603/7154/7) is assessed through a combination of internal and external assessment.

Internal assessment

We suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by Y Awards Ltd 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 Y Awards Ltd 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.

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

The 'Qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

External assessment

There is external assessment in the form of a multiple choice theory paper for the Level 2 Anatomy and physiology for exercise and fitness instructors unit (K/616/7823). To view mock papers, please log into the centre home page here: www.ymcaawards.co.uk/centre-resources/sample-assessment-materials.

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

Group A: Underpinning knowledge and skills units

Anatomy and Physiology units

Learners must achieve one (1) of the following Anatomy and physiology units

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

Unit aim

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

Unit content

The learner will:

1. Know the structure and function of the circulatory system

The learner can:

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

The learner will:

2. Understand the structure and function of the respiratory system

The learner can:

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

The learner will:

3. Understand anatomical terminology

The learner can:

3.1 Identify movements/exercises that occur in each anatomical plane

3.2 Identify anatomical terms of location

The learner will:

4. Understand the structure and function of the skeleton

The learner can:

4.1 Describe the basic functions of the skeleton

4.2 Identify the structures of the axial skeleton

4.3 Identify the structures of the appendicular skeleton

4.4 Explain the classification of bones

4.5 Explain the structure of long bone

4.6 Explain the stages of bone growth

4.7 Describe posture in terms of curves of the spine

The learner will:

5. Understand joints in the skeleton

The learner can:

5.1 Describe the classification of joints

5.2 Describe the structure of synovial joints

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

5.4 Describe joint movement potential and joint actions

The learner will:

6. Understand the muscular system

The learner can:

6.1 Identify the 3 types of muscle tissue

6.2 Define the characteristics and functions of the 3 types of muscle tissue

6.3 Describe the basic structure and function of skeletal muscle

6.4 Name and locate major superficial and deep skeletal muscles

- 6.5 Describe the structure and function of the pelvic floor muscles
- 6.6 Describe the different types of muscle action
- 6.7 Identify the joint actions brought about by specific muscle actions
- 6.8 Identify skeletal muscle fibre types and their characteristics

The learner will:

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

The learner can:

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

- young people in the 13-18 age range
- older people (50 plus)
- antenatal and postnatal.

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

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

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

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

8.3 Identify the role of fibre in the digestive process

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

8.5 Identify the timescales for the digestive process to take place

8.6 Describe the importance of fluid intake in the digestive process

The learner will:

9. Understand energy systems and their relation to exercise

The learner can:

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

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

The learner will:

10. Understand the nervous system and its relation to exercise

The learner can:

10.1 Describe the role and functions of the nervous system

10.2 Describe the principles of muscle contraction

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

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

Assessment specification

Multiple choice theory paper (Externally assessed)

Assessment workbook (Section A)

Fundamentals of anatomy and physiology for exercise and fitness professionals (H/650/7417)

Unit aim

To provide the essential foundation knowledge of the structure and function of the body systems relevant to exercise and fitness instruction.

Learners will be able to apply their knowledge to support the planning of safe and effective exercise sessions.

Unit content

The learner will:

1. Understand anatomical terminology

The learner can:

1.1 Identify terms of location.

1.2 Identify planes of movement.

The learner will:

2. Understand the classification, structure, and function of the skeletal system

The learner can:

2.1 Summarise the classification (types) of bones.

2.2 Outline the structure of bones.

2.3 Name and locate major bones:

- axial
- appendicular

2.4 Outline the structure and function of the spine.

2.5 Outline abnormal degrees of curvature of the spine and their implications for exercise.

2.6 Describe the functions of the skeleton.

2.7 Summarise the stages of bone development, growth, and repair.

2.8 Summarise the classification of joints.

2.9 Outline the structure of freely movable joints:

- **types**
- **ligaments**

2.10 Describe the function of joints:

- **joint actions at specific joints**
- **related planes of movement**
- **mobility**
- **stability.**

The learner will:

3. Understand the classification, structure, and function of the muscular system

The learner can:

3.1 Summarise the types and properties of muscle tissue.

3.2 Summarise the structure of skeletal muscles.

3.3 Describe skeletal muscle fibre types and their characteristics.

3.4 Name and locate the major skeletal muscles:

- **upper, lower, anterior, posterior**

3.5 Outline the joint actions produced by major skeletal muscles:

- **upper, lower, anterior, posterior**

3.6 Describe the roles of skeletal muscles.

3.7 Describe the process/principles of muscular contraction.

3.8 Outline the types of muscular contraction.

3.9 Outline the structure and function of the pelvic floor muscles.

The learner will:

4. Understand the classification, structure, and function of the cardiovascular system

The learner can:

4.1 Summarise the structures of the cardiovascular system.

4.2 Describe the function of the cardiovascular system.

4.3 Outline the flow of blood around the systemic and pulmonary systems

4.4. Outline blood pressure:

- **classifications**
- **systolic/ diastolic.**

The learner will:

5. Understand the classification, structure, and function of the respiratory system

The learner can:

5.1. Summarise the structure of the respiratory system.

5.2. Outline the function of the respiratory system.

5.3. Outline the mechanism and control of breathing.

5.4. Outline the process of gaseous exchange.

The learner will:

6. Understand the classification, structure, and function of the nervous system

The learner can:

6.1. Summarise the structure and divisions of the nervous system.

6.2. Describe the functions of the nervous system.

6.3. Outline the role of each subdivision of the peripheral nervous system:

- **somatic**
- **autonomic**

6.4. Outline the structure of nerves.

6.5. Outline the process of a nerve impulse

6.6. Outline the function of:

- **motor units**
- **proprioceptors**
- **muscle spindles**
- **golgi tendon organs.**

The learner will:

7. Understand the classification, structure, and function of the endocrine system

The learner can:

7.1. Summarise the structure of the endocrine system:

- **major glands**
- **hormones.**

Gland	Hormone (to include)	Action/role (to include)
Adrenal	Epinephrine (adrenaline) Norepinephrine (noradrenaline)	Initiates stress response – fight or flight.

Gland	Hormone (to include)	Action/role (to include)
Pancreas	Insulin	Lowers blood sugar levels.
	Glucagon	Raises blood sugar levels.
Ovaries	Oestrogen	Female 'characteristics' Breast development
	Progesterone	Menstrual cycle/egg production Promote fat storage
Testes	Testosterone	Male 'characteristics' include increased muscle, bone mass, and the growth of body hair.

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

8.1. Describe the function of the digestive system.

8.2. Summarise the function of each of the main structures within the digestive system.

8.3. Describe the digestive process

The learner will:

9. Understand the classification, structure, and function of the energy systems

The learner can:

9.1. Describe the three energy systems.

9.2. Summarise the role of the energy systems in the resynthesis of adenosine triphosphate:

- anaerobic alactic (ATP-CP)
- anaerobic lactic (glycolytic)
- aerobic.

The learner will:

10. Understand lifespan changes which affect the body system, health, and wellbeing

The learner can:

10.1. Outline the effects of different lifespan changes to the body systems:

- young people (13-18)
- antenatal and postnatal period
- older adults (50 plus)

The learner will:

11. Understand the effects of exercise on body systems

The learner can:

11.1. Describe the effects which exercise has on the body systems

Assessment specification

Questions / answers on anatomy and physiology

Oral questions and answers on anatomy and physiology

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

Unit aim

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

Unit content

The learner will:

1. Understand customer needs and expectations

The learner can:

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

The learner will:

2. Understand the principles of customer service

The learner can:

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

The learner will:

3. Know how to engage with customers

The learner can:

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

The learner will:

4. Be able to prepare and maintain the exercise environment

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

- 6.1 Identify the types of emergencies that may occur in an exercise and fitness facility
- 6.2 Summarise the procedures and recording documents that should be in place in an exercise and fitness facility to maintain health and safety of staff and customers
- 6.3 Suggest types of cleaning materials and equipment that would be suitable for maintaining health and hygiene in an exercise environment
- 6.4 Identify the typical roles of individuals responsible for health and safety in an exercise and fitness facility
- 6.5 Explain the importance of following emergency procedures calmly and correctly
- 6.6 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
- 6.7 Outline why health and safety are important in an exercise and fitness facility
- 6.8 Identify the legal and regulatory requirements for health and safety relevant to working in an exercise and fitness facility
- 6.9 Describe duty of care and professional role boundaries in relation to special population groups
- 6.10 Describe the types of security procedures within an exercise and fitness facility

The learner will:

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

The learner can:

- 7.1 Identify possible hazards in an exercise and fitness facility
- 7.2 Describe how to carry out a risk assessment in an exercise environment
- 7.3 Describe how to control risks associated with hazards in an exercise environment
- 7.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally

The learner will:

8. Understand how to safeguard children and vulnerable adults

The learner can:

- 8.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults
- 8.2 Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and vulnerable adults
- 8.3 Identify the types of abuse an exercise and fitness instructor may encounter
- 8.4 Identify possible signs of abuse
- 8.5 Describe an exercise and fitness facility's typical reporting procedures for safeguarding children and vulnerable adults
- 8.6 Describe the procedures to follow to protect oneself from accusations of abuse
- 8.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults
- 8.8 Explain when it may be necessary to contact statutory agencies
- 8.9 Describe how to maintain the confidentiality of information relating to possible abuse

The learner will:

9. Understand processes to support a health and fitness business

The learner can:

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

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

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

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

Assessment specification

Assessment workbook (Section B)

Observation of practical teaching

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

Unit aim

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

Unit content

The learner will:

1. Understand how to promote a healthy lifestyle

The learner can:

1.1 Define the components of health and skill related fitness, including:

- Health related fitness
- Skill-related fitness.

1.2 Describe the benefits of a healthy and active lifestyle

1.3 Describe the implications of obesity in the UK

1.4 Describe how physical activity/exercise can help prevent common health conditions and chronic conditions including:

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

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

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

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

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

The learner will:

2. Understand the importance of healthy eating

The learner can:

2.1 Describe the national food model/guide

2.2 Describe key healthy eating advice that underpins a healthy diet

2.3 Explain the importance of adequate hydration

2.4 Explain professional role boundaries in relation to offering nutritional advice

2.5 Describe the energy balance equation

2.6 Explain the health risks of poor nutrition

The learner will:

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

The learner can:

3.1 Identify typical barriers to exercise/physical activity

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

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

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

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

Assessment specification

Assessment workbook (Section C)

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

Unit aim

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

Unit content

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

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

The learner will:

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

The learner can:

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

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

The learner will:

4. Understand how to use music to enhance group exercise

The learner can:

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

4.2 Identify the legalities of using music in group exercise

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

The learner will:

5. Understand how to introduce group exercise sessions to participants

The learner can:

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

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

The learner will:

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

The learner can:

6.1 Identify characteristics of a group exercise instructor

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

Assessment specification

Knowledge questions

Group B: Discipline units

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

Unit aim:

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

Unit content

The learner will:

1. Understand how to plan group circuit training sessions

The learner can:

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

The learner will:

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

The learner can:

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

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

The learner will:

3. Understand specific principles in providing group circuit training sessions

The learner can:

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

- cardiovascular fitness
- muscular fitness
- flexibility
- functional ability

- motor skills.

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

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

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

The learner will:

4. Be able to plan a group circuit training session

The learner can:

4.1 Identify session objectives

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

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

4.4 Identify suitable adaptation including progressions and regressions where appropriate

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

4.6 Record programme plans in an appropriate format

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

6.2 Prepare participants for the group circuit training session

6.3 Perform a verbal health check prior to starting the session

6.4 Confirm or revise plans with participants as appropriate

The learner will:

7. Be able to deliver a group circuit training session

The learner can:

- 7.1 Deliver a safe and effective group circuit training session
- 7.2 Demonstrate safe and effective exercise techniques for different abilities
- 7.3 Establish and maintain appropriate exercise intensity for each component
- 7.4 Monitor and improve the performance of participants
- 7.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness
- 7.6 Make use of suitable music (as appropriate to the class format and session)
- 7.7 Use the volume, pitch and voice projection relative to the music with or without a microphone
- 7.8 Manage time effectively within the session
- 7.9 Check participants' understanding at regular intervals
- 7.10 Communicate as appropriate to participants' needs
- 7.11 Adopt appropriate positions to observe participants and respond to their needs
- 7.12 Use motivational styles appropriate to the participants and the exercise format
- 7.13 Make use of suitable equipment (as appropriate to the class format and session)

The learner will:

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

The learner can:

- 8.1 Allow sufficient time to end the session according to participants' level of fitness
- 8.2 Give the participants an accurate summary of feedback on the session
- 8.3 Give the participants the opportunity to:
 - reflect on the session
 - ask questions
 - provide feedback
 - identify further needs.
- 8.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

9.2 Identify:

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

9.3 Identify how to improve personal practice

9.4 Explain the value of reflective practice

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

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

Unit aim:

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

Unit content

The learner will:

1. Understand how to plan group exercise to music sessions

The learner can:

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

The learner will:

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

The learner can:

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

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

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

2.4 Describe effective methods of combining movements

The learner will:

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

The learner can:

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

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

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

The learner will:

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

The learner can:

- 4.1 Identify session objectives
- 4.2 Plan a safe and effective group exercise to music session for a range of participants
- 4.3 Identify the correct timings for each component of the exercise to music session
- 4.4 Identify appropriate music tempo for each component of the class
- 4.5 Plan safe and effective choreography for an exercise to music session
- 4.6 Identify suitable adaptation including progressions and regressions where appropriate
- 4.7 Identify environment and equipment checks to be carried out prior to the session
- 4.8 Record programme plans in an appropriate format

The learner will:

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

The learner can:

- 5.1 Prepare the environment and/or equipment as appropriate to the session
- 5.2 Carry out a risk assessment in the group exercise to music environment

The learner will:

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

The learner can:

- 6.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease
- 6.2 Prepare participants for the group exercise to music session
- 6.3 Perform a verbal health check prior to starting the session
- 6.4 Confirm or revise plans with participants as appropriate

The learner will:

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

The learner can:

- 7.1 Deliver a safe and effective group exercise to music session
- 7.2 Demonstrate safe and effective exercise techniques for different abilities
- 7.3 Establish and maintain appropriate exercise intensity for each component
- 7.4 Develop participant coordination by building exercise to music patterns logically
- 7.5 Demonstrate effective methods of combining movement patterns
- 7.6 Monitor and improve the performance of participants
- 7.7. Use appropriate methods to correct and reinforce technique for safety and effectiveness
- 7.8. Demonstrate effective cueing
- 7.9 Use volume, pitch and voice projection relative to the music with or without a microphone
- 7.10 Manage time effectively within the session
- 7.11 Check participants' understanding at regular intervals
- 7.12 Communicate as appropriate to participants' needs
- 7.13 Use motivational styles appropriate to the participants and the exercise format
- 7.14 Vary the pace and speed of exercises to ensure safety and effectiveness appropriate to the phase of the component/session
- 7.15 Keep in time with the beat of the music
- 7.16 Use effective choreography appropriate to each component of the exercise to music session and the group

The learner will:

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

The learner can:

- 8.1 Allow sufficient time to end the session according to participants' level of fitness
- 8.2 Give the participants an accurate summary of feedback on the session
- 8.3 Give the participants the opportunity to:
 - reflect on the session
 - ask questions

- provide feedback
- identify further needs.

8.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

9.2 Identify:

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

9.3 Identify how to improve personal practice

9.4 Explain the value of reflective practice

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

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

Unit aim:

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

Unit content

The learner will:

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

The learner can:

- 1.1 Identify the link between walking and healthy living
- 1.2 Identify the current guidelines for active living
- 1.3 Identify the benefits of walking
- 1.4 Identify types of walking

The learner will:

2. Understand how to plan a group fitness walking session

The learner can:

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

The learner will:

3. Be able to plan a group fitness walking session

The learner can:

- 3.1 Identify session objectives
- 3.2 Plan a safe and effective group fitness walking session for a range of participants
- 3.3 Identify the correct timings for each component of the group fitness walking session
- 3.4 Identify suitable adaptations including progressions and regressions where appropriate

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

3.6 Record programme plans in an appropriate format

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

5.2 Prepare participants for the group fitness walking session

5.3 Perform a verbal health check prior to starting the session

5.4 Confirm or revise plans with participants as appropriate

The learner will:

6. Be able to lead a group fitness walking session

The learner can:

6.1 Deliver a safe and effective group fitness walking session

6.2 Establish and maintain appropriate exercise intensity for each component

6.3 Monitor and improve the performance of individuals

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

6.5 Manage a fitness walking group effectively in the outdoor environment

6.6 Speak clearly and audibly for the outdoor environment

6.7 Manage time effectively within the session

6.8 Check participants' understanding at regular intervals

6.9 Communicate as appropriate to participants' needs

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

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

The learner will:

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

The learner can:

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

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

7.3 Give the participants the opportunity to:

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

7.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

8.2 Identify:

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

8.3 Identify how to improve personal practice

8.4 Explain the value of reflective practice

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

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

Unit aim:

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

Unit content

The learner will:

1. Know the benefits of group indoor cycling

The learner can:

1.1 Outline the benefits of group indoor cycling

1.2 Identify the muscles that are trained during indoor cycling

The learner will:

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

The learner can:

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

- components
- checks required
- adjustments.

2.2 State the importance of safety checks, including:

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

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

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

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

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

The learner will:

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

The learner can:

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

3.2 Describe a range of riding techniques

3.3 Identify methods of varying intensity in an indoor cycling session

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

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

3.6 Describe the purpose of different types of training profile

The learner will:

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

The learner can:

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

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

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

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

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

The learner will:

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

The learner can:

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

The learner will:

6. Be able to plan a group indoor cycling session

The learner can:

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

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

6.2 Identify session objectives

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

6.4 Identify appropriate music tempos for each component of the class

6.5 Identify suitable adaptation including progressions and regressions where appropriate

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

6.7 Record programme plans in an appropriate format

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

8.2 Prepare participants for the group indoor cycling session including:

- the purpose/aims
- health and safety advice.

8.3 Perform a verbal health check prior to starting the session

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

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

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

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

- hand positions
- riding techniques
- cadence.

8.7 Confirm or revise plans with participants as appropriate

The learner will:

9. Be able to deliver a group indoor cycling session

The learner can:

9.1 Deliver a safe and effective group indoor cycling session

9.2 Demonstrate safe and effective exercise techniques for different abilities

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

9.4 Use different profiles to simulate an outdoor 'journey'

9.5 Adapt the following in accordance with participants' needs:

- riding techniques
- cadence
- profiles.

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

9.7 Manage time effectively within the session

9.8 Check participants' understanding at regular intervals

9.9 Communicate as appropriate to participants' needs

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

9.11 Present a positive image of self and organisation to participants

The learner will:

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

The learner can:

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

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

10.3 Give the participants the opportunity to:

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

10.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

11.2 Identify:

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

11.3 Identify how to improve personal practice

11.4 Explain the value of reflective practice

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

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

Unit aims:

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

Unit content

The learner will:

1. Understand the history of group step exercise to music

The learner can:

- 1.1 Outline the history of group step exercise to music
- 1.2 Identify the benefits of group step exercise to music

The learner will:

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

The learner can:

- 2.1 Identify the different types of step equipment available
- 2.2 Describe how to safely set up step equipment
- 2.3 Describe how to step in a safe and effective manner
- 2.4 Identify the importance of using the correct music tempos for group step exercise to music sessions

The learner will:

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

The learner can:

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

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

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

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

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

5.1 Identify session objectives

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

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

5.4 Identify appropriate music tempos for each component of the class

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

5.6 Identify suitable adaptation including progressions and regressions where appropriate

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

5.8 Record programme plans in an appropriate format

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

7.2 Prepare participants for the group step exercise to music session

7.3 Perform a verbal health check prior to starting the session

7.4 Confirm or revise plans with participants as appropriate

The learner will:

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

The learner can:

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

8.2 Demonstrate safe and effective exercise techniques for different abilities

8.3 Establish and maintain appropriate exercise intensity for each component

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

8.5 Demonstrate effective methods of combining step patterns

8.6 Monitor and improve the performance of participants

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

8.8. Demonstrate effective cueing

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

8.10 Manage time effectively within the session

8.11 Check participants' understanding at regular intervals

8.12 Communicate as appropriate to participants' needs

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

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

8.15 Step to the beat of the music

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

The learner will:

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

The learner can:

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

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

9.3 Give the participants the opportunity to:

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

9.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

10.2 Identify:

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

10.3 Identify how to improve personal practice

10.4 Explain the value of reflective practice

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

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

Unit aims:

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

Unit content:

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

3. Understand specific principles in providing studio resistance training sessions

The learner can:

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

3.4 Understand how to breakdown music for studio resistance training sessions

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

5.1 Identify session objectives

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

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

5.4 Identify suitable adaptations including progressions and regressions where appropriate

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

5.6 Record programme plans in an appropriate format

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

7.2 Prepare participants for the group studio resistance training session

7.3 Perform a verbal health check prior to starting the session

7.4 Confirm or revise plans with participants as appropriate

The learner will:

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

The learner can:

- 8.1 Deliver a safe and effective group studio resistance training session
- 8.2 Demonstrate safe and effective exercise techniques for different abilities
- 8.3 Establish and maintain an appropriate exercise intensity for each component
- 8.4 Monitor and improve the performance of participants
- 8.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness
- 8.6 Use effective cueing (where appropriate)
- 8.7 Use volume, pitch and voice projection relative to the music (with or without a microphone)
- 8.8 Manage time effectively within the session
- 8.9 Check participants' understanding at regular intervals
- 8.10 Communicate as appropriate to participants' needs
- 8.11 Adopt appropriate positions to observe participants and respond to their needs
- 8.12 Use motivational styles appropriate to the participants and the exercise format

The learner will:

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

The learner can:

- 9.1 Allow sufficient time to end the session according to participants' level of fitness
- 9.2 Give the participants an accurate summary of feedback on the session
- 9.3 Give the participants the opportunity to:
 - reflect on the session
 - ask questions
 - provide feedback
 - identify further needs.
- 9.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

10.2 Identify:

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

10.3 Identify how to improve personal practice

10.4 Explain the value of reflective practice

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

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

Unit aim:

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

Unit content:

The learner will:

1. Understand the benefits of group water-based exercise

The learner can:

1.1 Explain the benefits of group water-based exercise

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

3.1 Describe how positioning in different depths of water affects:

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

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

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

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

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

5.3 Understand how to develop choreography

The learner will:

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

The learner can:

6.1 Identify session objectives

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

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

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

6.5 Identify suitable equipment for a group water-based exercise session

6.6 Identify suitable adaptation including progressions and regressions where appropriate

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

6.8 Record programme plans in an appropriate

The learner will:

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

The learner can:

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

7.2 Carry out a risk assessment in the group water-based exercise environment

The learner will:

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

The learner can:

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

8.2 Prepare participants for the group water-based exercise session

8.3 Perform a verbal health check prior to starting the session

8.4 Confirm or revise plans with participants as appropriate

The learner will:

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

The learner can:

9.1 Deliver safe and effective exercises during a group water-based exercise session

9.2 Demonstrate a range of suitable activities for a group water-based exercise session

9.3 Establish and maintain appropriate exercise intensity for each component

9.4 Monitor and improve the performance of individuals

9.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness

9.6 Demonstrate effective cueing (where appropriate)

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

9.8. Manage time effectively within the session

9.9 Check participants understanding at regular intervals

9.10 Communicate as appropriate to participants' needs

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

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

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

9.14 Utilise the beat of the music if choreographed to music

The learner will:

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

The learner can:

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

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

10.3 Give the participants the opportunity to:

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

10.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

11.2 Identify:

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

11.3 Identify how to improve personal practice

11.4 Explain the value of reflective practice

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



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