

YMCA Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)

Qualification Specification



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Level 3 Diploma in Teaching Pilates (Practitioner) (603/3855/6)

Qualification Specification

Qualification number: 603/3855/6

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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 they are taking their first steps into fitness or are simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by 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, and most importantly of all, we have helped over 400,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

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

Qualification aim

This qualification is aimed at learners who wish to work in an unsupervised capacity while planning, instructing and evaluating a safe and effective Pilates session.

Overview of knowledge, skills and understanding

Learners will cover:

- Anatomy and physiology required when exercise programming and designing for a range of clients.
- Importance of professionalism, customer service, effective communication and interpersonal skills.
- Knowledge and understanding of commonly occurring medically controlled diseases and health conditions.
- Understanding the principles and fundamentals of Pilates.
- How to plan and programme a Pilates session for groups and individuals.
- How to deliver a Pilates session.

Target group and age range

Learners need to be 16 or above to complete this qualification. Y Awards Ltd recommend learners have a basic understanding of Level 2 anatomy and physiology.

Qualification structure

This qualification is made up of seven (7) units, learners must achieve six (6) units from the three (3) groups below.

To further support learners who don't have any previous anatomy and physiology knowledge the Level 2 Anatomy and physiology for exercise and fitness instructors (K/616/7823) unit has been introduced as an optional unit. **Note:** for centres delivering 'Anatomy and Physiology for exercise and fitness professionals' (H/650/4852) this is not available an optional unit.

Underpinning knowledge units

Learners must achieve **both** of the following underpinning knowledge units:

Unit reference 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

Anatomy and physiology

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

Unit reference number	Unit title	Level	Credit
A/616/4747	Applied Anatomy and Physiology	3	5
H/650/4852	Anatomy and physiology for exercise and fitness professionals'	3	13

Group exercise and Pilates units

Learners must achieve **all three (3)** of the following Group exercise and Pilates units:

Unit reference number	Unit title	Level	Credit
R/617/1395	Principles of planning and delivering group exercise	2	5
K/617/3542	Principles and fundamentals of Pilates	3	8
M/617/3543	Plan and deliver a Pilates session	3	12

The Total Qualification Time (TQT) for this qualification is 373-456 hours. The Guided Learning Hours (GLH) assigned are a minimum of 215- 261 hours.

Optional Unit

For centres delivering 'Applied anatomy and physiology' (A/616/4747), learners without any prior anatomy and physiology knowledge would benefit from completing the Level 2 Anatomy and

Physiology for exercise and fitness instructors (K/616/7823) optional unit. Y Awards Ltd has eLearning and a manual to support this unit.

Unit reference number	Unit title	Level	Credit
K/616/7823	Anatomy and physiology for exercise and fitness instructors	2	6

Note: For centres delivering ‘Anatomy and physiology for exercise and fitness professionals’ (H/650/4852) the optional unit is not required.

The Total Qualification Time (TQT) for this optional unit is 60. The Guided Learning Hours (GLH) assigned are 41.

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), and

(b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment which takes place as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

- 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 eg, 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 give 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 offer feedback before your next EQA visit, please email us: awards.support@ymca.co.uk

Entry requirements

Learners need to be 16 or above to complete this qualification. Y Awards Ltd recommend learners have a basic understanding of Level 2 anatomy and physiology.

Opportunities for progression

- Level 3 Diploma in Teaching Yoga (Practitioner)
- Level 3 Diploma in Personal Training and Instruction
- Specialist Pilates courses including antenatal and postnatal Pilates, large and small apparatus.

Centre approval

This qualification can only be offered by centres approved by Y Awards Ltd to deliver it. 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 then 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 Y Awards Ltd. Details of additional approvals can be found on our website: www.ymcaawards.co.uk/approvals.

Tutor, assessor and internal quality assurer (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 for Learning and Development which can be found on the NOS Database:
www.ukstandards.org.uk.

If none of the above are held, the centre's 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 the above 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 assessing qualification.

All staff must also hold, as a minimum:

- A Pilates specific qualification equivalent to the Y Awards Ltd qualification or units being delivered **or**
- Current Level 3 Certificate in Teaching Mat Pilates/ Level 3 Diploma in Teaching Pilates **plus**
- Current knowledge informed by best practice, standards and guidance through regular and documented CPD.

In addition, it is advised that tutors also hold a Level 3 Certificate in Personal Training, Level 3 Advanced Fitness Instructor or equivalent. Other Pilates qualifications issued by awarding organisations, that are regulated by Ofqual, SQA, Qualification Wales or CCEA Regulation, may be considered on an individual basis. Y Awards Ltd will request further information as required.

Registration

All learners must be registered within the first 10% of the duration of their course eg, for a course that lasts 10 days the 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 The Council for the Curriculum, Examinations and Assessment (CCEA).
- Wales and regulated by Qualification Wales (QW).

Reasonable adjustments and special considerations

In making this qualification available, Y Awards Ltd have 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.

Enquiries and appeals procedures

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

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 (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 eg, worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with Y Awards Ltd assessment policies and procedures. Details can be found on our website: www.ymcaawards.co.uk/centres/centre-guidance.

The YMCA Level 3 Diploma in Teaching Pilates (Practitioner) is assessed through a combination of internal and external assessment. A combination of internal and external assessment.

Internal assessment

Y Awards Ltd 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.

There is a Learner Assessment Record 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/centre-resources/specifications-syllabuses-and-lars.

Creating a portfolio of evidence

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

A typical portfolio of evidence could include:

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

Centres need to make sure assessment specifications and paperwork are signed off by the External Quality Assurer (EQA) before delivery.

You can use the suggested example in the 'Qualification content' section of this specification as 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 and follow this link 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 that 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 IQA is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They're a vital link between the IQA and the 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:

Underpinning knowledge units

Learners must achieve both (all) underpinning knowledge units.

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
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

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. To include:

- 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

Anatomy and physiology

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

Applied anatomy and physiology (A/616/4747)

Unit aim

This unit covers essential anatomy and physiology knowledge an exercise instructor requires for application to exercise programming and design for a range of clients.

Unit content

The learner will:

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

The learner can:

1.1 Define 'Optimal Posture'

1.2 Identify the causes of postural deviations

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

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

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

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

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

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

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

The learner will:

2. Understand the structure and function of the musculoskeletal system

The learner can:

2.1 Identify the anatomical terms of location

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

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

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

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

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

The learner will:

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

The learner can:

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

3.2 Explain what is meant by the term 'delayed onset of muscular soreness' (DOMS)

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

- **osteoporosis**
- **osteoarthritis.**

The learner will:

4. Understand the structure and function of the cardiorespiratory system

The learner can:

4.1 Describe coronary circulation

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

4.3 Identify blood pressure classifications and associated risks

4.4 Explain the following terms:

- **cardiac cycle**

- **stroke volume**
- **cardiac output.**

4.5 Identify the short and long term effects of exercise on the cardiorespiratory system.

The learner will:

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

The learner can:

5.1 Describe the specific roles and functions of:

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

5.2 Describe the process of muscle contraction, to include:

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

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

- **muscle spindles**
- **golgi tendon organs**

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

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

The learner will:

6. Know the structure and function of the Endocrine system

The learner can:

6.1 Describe the structure of the endocrine system

6.2 Identify major glands in the endocrine system

6.3 Identify the function of key hormones which are secreted by the endocrine glands

6.4 Describe hormonal responses to training and overtraining.

The learner will:

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

The learner can:

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

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

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

Assessment specification

Multiple choice theory paper (Externally assessed)

Assessment workbook

Anatomy and physiology for exercise and fitness professionals (H/650/4852)

Unit aim

To provide the essential knowledge of the structure and function of the body system relevant to exercise and fitness professionals.

Learners will be able to apply their knowledge of the changes to body systems, through life and the effects of exercise, to support clients.

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
- global and local postural stabilisers.

3.5 Outline the joint actions produced by major skeletal muscles:

- upper, lower, anterior, posterior
- global and local postural stabilisers.

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.

7.2 Describe the functions of the endocrine system:

- Hormones.
- Major glands and the hormones they secrete.

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

The learner will:

10. Understand the interrelationship between the anatomical and physiological systems

The learner can:

10.1 Explain the Interrelationship of the body system:

- movement systems - musculoskeletal system.
- fuelling systems – circulatory, respiratory, energy
- response systems – nervous, endocrine.

The learner will:

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

The learner can:

11.1 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:

12. Understand the effects of exercise on the body systems

The learner can:

12.1 Describe the short-term effects which exercise has on the musculoskeletal system

12.2 Describe the short-term effects which exercise has on the circulatory and respiratory systems of the body

12.3 Describe the short-term effects which exercise has on the response systems of the body

12.4 Describe the long-term effects which exercise has on the musculoskeletal system

12.5 Describe the long-term effects which exercise has on the circulatory and respiratory systems of the body

12.6 Describe the long-term effects which exercise has on the response systems of the body

Assessment specification

Questions and answers on 'Anatomy and physiology' -

- Online assessment workbook

Presentation on the effects of exercise

Group Exercise and Pilates Units

Learners must achieve all three (3) of the following group exercise and Pilates units

Principles of planning and delivering group exercise (R/617/1395)

Unit aim

This unit covers the knowledge and skills a group exercise instructor needs to be able to plan, deliver and review 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 a group exercise session 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 Ensure group exercise sessions are balanced according to individual goals in order for adaptations to occur
- 1.8 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 a group exercise session

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, to include:

- 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. Be able to plan a group exercise session for a range of participants within scope of practice

The learner can:

3.1 Plan a safe and effective group exercise session for a range of participants using appropriate equipment and methods

3.2 Identify a range of exercises and methods of training, including:

- cardiovascular training methods
- cardiovascular equipment (if appropriate)
- resistance training methods
- resistance equipment (if appropriate)
- functional exercise
- flexibility and range of motion training methods
- motor skills

3.3 Plan realistic timings and sequences for each component within the group exercise session

3.4 Plan how to minimise any risks relevant to the session

3.5 Record programme plans in an appropriate format

3.6 Suggest other activities available within a health and fitness facility to complement the programme according to interests of participants.

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. Be able to prepare activity area and equipment for group exercise sessions

The learner can:

- 5.1 Prepare the environment and equipment as appropriate to participants communicating with other staff/team members as needed
- 5.2 Carry out a risk assessment in an exercise environment
- 5.3 Identify how to control risks associated with hazards in an exercise environment
- 5.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally
- 5.5 Provide safe and appropriate equipment sufficient for the participants
- 5.6 Organise sufficient space for safe exercise performance
- 5.7 Follow the correct procedures for checking and dealing with any equipment used.

The learner will:

6. Be able to introduce group exercise sessions 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 Perform a verbal health check prior to starting a session
- 6.3 Advise participants of the facility's emergency procedures
- 6.4 Confirm or revise plans with participants as appropriate
- 6.5 Explain the purpose of each component of a group exercise session
- 6.6 Demonstrate effective communication and behaviour at all times in order to provide a professional positive participant experience on behalf of self and the facility.

The learner will:

7. Be able to instruct group exercise sessions

The learner can:

7.1 Instruct safe and effective exercises for all components of a group exercise session (including safe lifting and spotting where required), to cover:

- warm-up (including mobility and/or appropriate stretches)
- CV exercises
- bodyweight exercises
- small equipment eg, use of mats for core/abdominal exercise
- functional exercise eg, exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living
- cool-down (including flexibility ie, maintenance/developmental stretching)

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

7.3 Check participants' understanding at regular intervals

7.4 Communicate as appropriate to participants' needs

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

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

7.7 Use motivational styles appropriate to the participants' and the exercise format

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

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

7.10 Keep to the planned timings for the session

7.11 Establish and maintain appropriate exercise intensity for the component.

The learner will:

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

The learner can:

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

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 session

The learner can:

9.1 Review the outcomes of working with participants 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

Principles of planning and delivering group exercise knowledge questions (written)

Session planning documents (written)

Progressive programme and viva

Observation of practical teaching

Evaluation and reflection

Principles and fundamentals of Pilates (K/617/3542)

Unit aim

This unit provides the core underpinning knowledge that is essential for Pilates teachers.

Unit content

The learner will:

1. Understand the history of Pilates

The learner can:

- 1.1 Explain the history of Pilates
- 1.2 Identify the main schools of Pilates and their differences
- 1.3 Describe the differences between the techniques of classical and modern matwork Pilates
- 1.4 Identify how the techniques of classical matwork Pilates have evolved/been adapted to meet current best practice
- 1.5 Explain the 34 original Pilates matwork exercises as described in Joseph Pilates 'Return to Life through Contrology' and their goals
- 1.6 Identify how each of the 34 original Pilates matwork exercises can be modified and adapted to meet the needs of individuals at all levels.

The learner will:

2. Understand the principles and fundamentals of Pilates

The learner can:

- 2.1 Identify the essential qualities of a Pilates teacher
- 2.2 Explain the benefits of Pilates
- 2.3. Explain how Pilates can be considered holistic
- 2.4. Identify the essential principles and techniques of the Pilates method for each exercise as identified by different schools
- 2.5 Explain the breathing and core engagement concepts to be used when performing Pilates exercises

2.6. Identify the factors that may affect postural abnormalities and how these may impact health and fitness

2.7. Explain how practicing the Pilates method can assist in correcting postural abnormalities where needed.

The learner will:

3. Be able to teach the principles and fundamentals of Pilates

The learner can:

3.1. Deliver the principles and techniques of the Pilates method for exercises within each component

3.2. Deliver the breathing and core engagement concepts of the Pilates method for each exercise.

Assessment specification

Worksheets

Observation of practical teaching

Plan and deliver a Pilates session (M/617/3543)

Unit aim

This unit covers the knowledge and skills that a learner needs to design, manage, deliver and evaluate a progressive programme of Pilates for both individuals and groups.

Unit content

The learner will:

1. Understand how to design a progressive programme of Pilates

The learner can:

- 1.1 Identify the key information required to be able to design a suitable progressive Pilates programme
- 1.2 Identify the importance of using client information to select suitable adaptations and modifications
- 1.3 Outline the importance of including regular reviews of the Pilates programme.

The learner will:

2. Be able to use postural screening information in planning a Pilates teaching session

The learner can:

- 2.1. Conduct and collect postural screening information
- 2.2. Plan exercises to assist in postural awareness based on individual information from postural screening.

The learner will:

3. Understand how to adapt exercises to meet client needs during a Pilates teaching session

The learner can:

- 3.1 Explain the importance of monitoring individual progress
- 3.2 Describe different methods of monitoring clients' progress during exercise
- 3.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs.

The learner will:

4. Be able to plan a progressive programme of Pilates

The learner can:

- 4.1 Plan a progressive programme of Pilates based on client information
- 4.2 Give adaptations and modifications based on client information
- 4.3 Include regular reviews of the Pilates programme.

The learner will:

5. Understand how to instruct a Pilates teaching session

The learner can:

- 5.1. Explain the importance of verbal and non-verbal communication when instructing clients
- 5.2. Describe how to adapt communication to meet a client's need
- 5.3. Evaluate different methods of maintaining clients' motivation
- 5.4. Explain the importance of correcting participant techniques
- 5.5 Explain the importance of appropriate home care advice after each Pilates session.

The learner will:

6. Understand how to choose effective music for a Pilates teaching session

The learner can:

- 6.1 Explain the use of suitable music
- 6.2 Explain why a class without music might be beneficial.

The learner will:

7. Be able to prepare for teaching a Pilates session

The learner can:

- 7.1 Prepare the environment and range of resources required to deliver a Pilates teaching session.

The learner will:

8. Be able to plan and deliver a group Pilates session

The learner can:

- 8.1 Plan how to instruct a Pilates teaching session for each phase
- 8.2 Demonstrate how to instruct a Pilates teaching session through the preparation phase
- 8.3 Demonstrate how to instruct a Pilates teaching session through the main phase involving whole body movement
- 8.4 Demonstrate how to instruct a Pilates teaching session through the closing phase
- 8.5 Demonstrate health and safety precautions when performing the Pilates movements
- 8.6 Demonstrate appropriate methods of voice projection
- 8.7 Give appropriate home care advice at the end of the session.

The learner will:

9. Understand how to reflect on client and teaching performance after delivering a Pilates session

The learner can:

- 9.1 Explain the importance of giving feedback to the client/s
- 9.2 Explain how to deal with negative feedback.

The learner will:

10. Be able to evaluate and review a Pilates session

The learner can:

- 10.1. Evaluate the Pilates programme
- 10.2. Review the Pilates programme
- 10.3. Demonstrate how to adapt Pilates exercises for different clients based on review and evaluation.

Assessment specification

Session planning documents (written)

Progressive programme and viva

Observation of practical teaching

Evaluation and reflection

Optional unit

Only centres delivering the 'Applied anatomy and physiology (A/616/4747) unit can choose the optional unit.

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 four 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 bones
- 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 three types of muscle tissue
- 6.2 Define the characteristics and functions of the three 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 three 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



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