

YMCA Level 2 Certificate in Fitness Walking (600/6203/4)

Qualification Specification



YMCA Awards

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Level 2 Certificate in Fitness Walking

Qualification Specification

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Introduction

About YMCA Awards

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

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

Qualification overview

This qualification is regulated by:

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

Qualification aim

This qualification is aimed at individuals wishing to lead safe and effective walking sessions for groups of people with varying fitness and skill levels. The combination of the Level 2 mandatory units and walk leading units, provides learners with the knowledge, understanding and skills needed to plan and deliver fitness walking sessions.

Overview of knowledge, skills and understanding

Learners will cover:

- The structure and function of the heart, circulatory system, respiratory system and the skeleton
- Knowledge of skeletal joints, muscular system, musculoskeletal system, posture, both energy systems and the nervous system and their relation to exercise
- The effects of exercise on the body, components of fitness, exercise contra-indications and safety guidelines for special populations, health benefits of physical activity and the importance of healthy eating
- How to apply principles and variables of fitness to an exercise programme and safely monitor exercise intensity
- Health and safety requirements and emergency procedures in a fitness environment
- How to control risks in a fitness environment and safeguard children and adults
- How to form effective working relationships with clients, address barriers to exercise/physical activity that they experience, support them to adhere to exercise and provide them with on-going customer service
- The relationship between healthy living and walking and the benefits of walking programmes

- The importance of careful and thorough planning, preparation and structuring of a walking session.

Target group and age range

Learners need to be 16 or above to complete this qualification.

Qualification structure

The YMCA Awards Level 2 Certificate in Fitness walking is made up of the following 6 mandatory units:

Unit reference number	Unit title	Level	Credit
H/600/9013	Anatomy and physiology for exercise	2	6
A/600/9017	Principles of exercise, fitness and health	2	4
T/600/9016	Health, safety and welfare in a fitness environment	2	2
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
F/602/4084	Plan and Prepare a Walking Session	2	2
J/504/1278	Lead a Walking Session	2	2

The Total Qualification Time (TQT) for this qualification is 180. The Guided Learning Hours (GLH) assigned are 124.

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, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

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

Recommended Guided Learning Hours – our ongoing review

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

Entry requirements

There are no pre-requisites for this qualification. This qualification is aimed at individuals aged 16 and over.

Opportunities for progression

Future employment possibilities

This qualification will enable an individual to lead safe and effective walking sessions for groups of people with varying fitness and skill levels.

Progression to further/higher level learning

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

- Level 2 Certificate in Fitness Instructing
- Level 3 Diploma in Exercise Referral
- Level 3 Award in Adapting Exercise for Ante Natal and Post Natal Clients.

Mapping to standards

There are direct links to the National Occupational Standards in

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

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

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

Tutor, assessor and IQA approval requirements

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

Registration

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

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

Reasonable adjustments and special considerations

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

Enquiries and appeals procedures

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

Assessment and quality assurance

How the qualification is assessed

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

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

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

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

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

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

The YMCA Awards Level 2 Certificate in Fitness Walking is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

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

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

Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record 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 covers 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 ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the suggested example in the 'Qualification content' section of this specification. We also have a selection of Word template documents that you might find useful when creating your learners' portfolios of evidence.

External assessment

You can download mock papers here: www.ymcaawards.co.uk/download-resources/mock-papers.

Assessors

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

Internal and external quality assurance

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

Qualification content

Unit specifications and recommended assessment methods

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

Unit aim

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

Unit content

The learner can:

1. Understand the effects of exercise on the body

The learner will:

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

The learner will:

2. Understand the components of fitness

The learner can:

- 2.1 Define the components of health related fitness
- 2.2 Define the components of skill related fitness
- 2.3 Identify the factors that affect health and skill related fitness

The learner will:

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

The learner can:

3.1 Describe the physiological implications of:

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

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

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

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

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

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

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

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

The learner will:

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

The learner can:

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

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

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

4.4 Describe the key safety considerations for working with disabled people

The learner will:

5. Understand how to safely monitor exercise intensity

The learner can:

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

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

The learner will:

6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

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

- Coronary heart disease
- Some cancers
- Type 2 diabetes
- Hypertension
- Obesity
- Osteoporosis

The learner will:

7. Understand the importance of healthy eating

The learner can:

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Assessment

Externally set multiple-choice theory paper

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

Unit aims

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

Unit content

The learner will:

1. Understand the structure and function of the circulatory system

The learner can:

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

The learner will:

2. Understand the structure and function of the respiratory system

The learner can:

- 2.1 Identify the location of the lungs
- 2.2 Describe the function of the lungs
- 2.3 Describe the structure of the lungs
- 2.4 Identify the main muscles involved in breathing
- 2.5 Describe the passage of air through the respiratory tract

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

The learner will:

3. Understand the structure and function of the skeleton

The learner can:

3.1 Describe the basic functions of the skeleton

3.2 Identify the structures of the axial skeleton

3.3 Identify the structures of the appendicular skeleton

3.4 Explain the classification of bones

3.5 Explain the structure of long bone

3.6 Explain the stages of bone growth

3.7 Describe posture in terms of:

- Curves of the spine
- Neutral spine alignment
- Potential ranges of motion of the spine
- Postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy

The learner will:

4. Understand joints in the skeleton

The learner can:

4.1 Describe the classification of joints

4.2 Describe the structure of synovial joints

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

4.4 Describe joint movement potential and joint actions

The learner will:

5. Understand the muscular system

The learner can:

5.1 Identify the three types of muscle tissue

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

5.3 Describe the basic structure of skeletal muscle

5.4 Name and locate the anterior skeletal muscles

5.5 Name and locate the posterior skeletal muscles

5.6 Describe the structure and function of the pelvic floor muscles

5.7 Describe the different types of muscle action

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

5.9 Identify skeletal muscle fibre types and their characteristics

The learner will:

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

The learner can:

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

- young people in the 14-16 age range
- antenatal and postnatal women
- older people (50 plus)

The learner will:

7. Understand energy systems and their relation to exercise

The learner can:

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

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

The learner will:

8. Understand the nervous system and its relation to exercise

The learner can:

8.1 Describe the role and functions of the nervous system

8.2 Describe the principles of muscle contraction

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

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

Assessment

Externally set multiple-choice theory paper

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

Unit aim

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

Unit content

The learner will:

1. Understand how to form effective working relationships with clients

The learner can:

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

The learner can:

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

The learner will:

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

The learner will:

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

The learner can:

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

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

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

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

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

The learner will:

4. Understand how to provide ongoing customer service to clients

The learner can:

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

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

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

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

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

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

Assessment

Assessment workbook:

The assessment workbook is available in the following formats:

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

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

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding needed to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Tutor note: This unit is intended for use by learners across a number of disciplines, so its teaching should be as generic as possible and consider the relevance of the learning outcomes in a variety of disciplines and settings (eg, gym, group exercise and water-based environments).

Unit content

The learner will:

1. Understand emergency procedures in a fitness environment

The learner can:

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

The learner will:

2. Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation

2.5 Describe the types of security procedures that may apply in a fitness environment

2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

3. Understand how to control risks in a fitness environment

The learner can:

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

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

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

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

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

The learner will:

4. Understand how to safeguard children and vulnerable adults

The learner can:

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

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

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

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

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

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

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

4.8 Explain when it may be necessary to contact statutory agencies

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

Assessment

Assessment workbook:

The assessment workbook is available in the following formats:

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

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

Unit aim

The aim of this qualification is to equip the learner with the knowledge and skills needed to plan and lead a safe and effective walking session for a mixed-ability group.

Unit content

The learner will:

1. Understand the link between walking and healthy living

The learner can:

1.1 Identify the link between walking and healthy living

1.2 State the guidelines for active living

The learner will:

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

The learner can:

2.1 Identify the benefits of walking

2.2 Explain the physiological and psychological benefits of walking

The learner will:

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

The learner can:

3.1 Identify guidance relevant to preparing a walking session

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

The learner will:

4. Understand the importance of structuring a walking session

The learner can:

4.1 Select appropriate exercises to achieve a safe warm up

4.2 Identify the correct structure for the main walking component

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

4.4 Identify methods for checking how participants are feeling

4.5 Select appropriate activities to achieve a cool down

4.6 Select appropriate stretches

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

Assessment

Production of a session overview, session plan.

Lead A Walking Session (J/504/1278)

Unit aim

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

Unit content

The learner will:

1. Be able to prepare to lead a walking session

The learner can:

1.1 Identify participant objectives

1.2 Prepare participants for the session

1.3 Explain to participants the purpose of the chosen activities

1.4 Provide health and safety advice to participants

1.5 Confirm or revise the session plan based on information gathered

The learner will:

2. Be able to lead a walking session

The learner can:

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

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

2.2 Demonstrate safe and effective exercise techniques for different abilities

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

- warm up
- main component
- cool down

2.4 Use effective visual and verbal reinforcement for good technique

2.5 Manage a walking group effectively in the outdoor environment

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- 2.6 Speak clearly and audibly for the outdoor environment
- 2.7 Monitor and improve the performance of individuals
- 2.8 Ask questions to confirm participants' understanding
- 2.9 Use language appropriate to participants and their needs
- 2.10 Manage time effectively within the session

The learner will:

3. Be able to reflect on providing a walking session

The learner can:

- 3.1 Review the outcomes of working with participants and their feedback
- 3.2 Identify how to improve personal practice

Assessment

Observation of performance, written self-evaluation of performance



YMCA Awards is one of the UK's leading health, fitness and wellbeing specific awarding organisations. It offers training centres and learners across the world a diverse suite of qualifications, from introductory (Level 1) to advanced levels (Level 4).

YMCA Awards issues over 30,500 qualification certificates a year, helping learners in the UK and overseas to launch and progress their careers in the active leisure sector.

*To view YMCA Awards' full range of qualifications please visit
www.ymcaawards.co.uk.*

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