

YMCA Level 2 Diploma in Exercise and Fitness Instructing (603/7285/0)

Qualification Specification



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YMCA Level 2 Diploma in Exercise and Fitness Instructing

Qualification Specification

Qualification Number: 603/7285/0

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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 this qualification is to provide learners with the skills, knowledge and competence they need to follow a career as an exercise and fitness instructor across a number of disciplines within the health and fitness industry. It is also suitable for those wishing to use the qualification as a platform to progress to further learning within the health and fitness or active leisure sectors.

Overview of knowledge, skills and understanding

- Anatomy and physiology covering:
 - the heart and circulatory system
 - the digestive system
 - the respiratory system
 - the structure and function of the skeleton
 - the musculoskeletal system
 - postural and core stability
 - the nervous and energy systems, and their relation to exercise.
- 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 follow an exercise programme.
- Employment law, industry-specific legislation and procedures that apply to their jobs.
- The subsectors that make up the active leisure and learning sector.
- Understanding the principles of customer service.
- How to promote the health benefits of physical activity.
- Understanding mental health conditions and support opportunities.
- How to engage inactive people in regular physical activity.
- How to identify and create opportunities for participation in sport, physical activity or wellbeing programmes within the community.
- Understanding the benefits of a balanced diet and its contribution to a healthy lifestyle.
- How to plan and prepare individual and or group exercise sessions.
- How to programme a variety of safe and effective exercise sessions for a range of clients.
- How to instruct a variety of exercise sessions with children and or adults.

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

This qualification is graded Pass/Refer. To achieve the **YMCA Level 2 Diploma in Exercise and Fitness Instructing (603/7285/0)**, learners must complete:

- 210 GLH from Group A: Underpinning knowledge and skills
- A minimum of 180 GLH from all other groups

The Total Qualification Time (TQT) for this qualification is a minimum of 546 hours. The Guided Learning Hours (GLH) assigned are a minimum of 390 hours.

Note: The minimum GLH required to come from Group B is determined by the options selected in Groups C-K.

Group	Description	GLH
A	Underpinning knowledge and skills	210
B	Additional knowledge	8-125
C	Gym Instructing	55
D	Strength and Conditioning	60
E	Engaging Children Aged 0-5 in Sport and Physical Activity	43
F	Engaging Children and Young People in Sport and Physical Activity	48
G	Delivering Sport and Physical Activity in the School Environment: Out of Curriculum	36-72
H	Group Exercise Instructing	27-195
I	Instructing Kettlebell Training	16
J	Instructing Suspended Movement Training	16
K	Chair-Based Exercise	17-34

Group A: Underpinning knowledge and skills

Learners must complete all units within this group for all pathways.

Unit number	Unit title	Level	GLH
K/616/7823	Anatomy and physiology for exercise and fitness instructors	2	41
M/616/7824	Providing a positive customer experience in the exercise environment	2	32
K/616/7949	Lifestyle management and health awareness	2	16
F/618/6488	Understanding employment within the health and fitness sector	2	19
A/618/6487	Self-Development	2	9
H/618/5687	Mental health awareness and support	2	23
M/618/6440	Working with inactive people	2	30
T/618/6441	Working within the community to promote and deliver physical activity programmes	2	40

Group B: Additional knowledge

Learners can only complete one safeguarding unit as part of this qualification. The table below outlines the appropriate category based on level of contact with children aligned with roles and responsibilities

Role	Category 1	Category 2	Category 3
None or minimal contact with children and no responsibility for instruction	X		
Potential for supervised contact with children and providing instruction		X	
Potential for unsupervised contact with children and providing instruction		X	
Managerial/board/senior level of employment or role with responsibility for recruitment decisions			X

Unit number	Unit title	Level	GLH
L/618/6381	Principles of planning and delivering group exercise	2	18
H/618/6211	Principles of engaging children aged 0-5 in sport and physical activity	2	27
F/618/6197	Principles of engaging children and young people in sport and physical activity	2	26
D/618/6210	Principles of working in the School Environment: Out of Curriculum	2	18
T/618/6214	Category 1: An awareness of safeguarding and protecting children and young people	2	8
A/618/6215	Category 2: A basic understanding of safeguarding and protecting children and young people	2	12
F/618/6216	Category 3: A strategic understanding of safeguarding and protecting children and young people	2	16
D/502/9590	Introduction to the values and principles of adult social care	2	10
T/504/0806	Understand the value of chair-based exercise with frailer adults and disabled adults	2	10

Group C: Gym Instructing

Unit number	Unit title	Level	GLH
D/616/7950	Gym-based programme planning and preparation	2	55
H/616/7951	Gym-based programme delivery and professional instruction	2	

Group D: Strength and Conditioning

Unit number	Unit title	Level	GLH
L/617/1461	Plan and prepare strength and conditioning training	2	60
R/617/1462	Delivering strength and conditioning training	2	

Group E: Engaging Children Aged 0-5 in Sport and Physical Activity

Learners must complete the following units from Group B if selecting units from this group:

- Principles of engaging children aged 0-5 in sport and physical activity (H/618/6211)
- One safeguarding unit.

Unit number	Unit title	Level	GLH
K/618/6212	Planning sport and physical activity for children aged 0-5	2	43
M/618/6213	Delivering sport and physical activity for children aged 0-5	2	

Group F: Engaging Children and Young People in Sport and Physical Activity

Learners must complete the following units from Group B if selecting units from this group:

- Principles of engaging children and young people in sport and physical activity (F/618/6197)
- One safeguarding unit.

Unit number	Unit title	Level	GLH
J/618/6198	Planning sport and physical activity for children and young people	2	48
L/618/6199	Delivering sport and physical activity for children and young people	2	

Group G: Delivering Sport and Physical Activity in the School Environment: Out of Curriculum

Learners must complete the following units from Group B if selecting units from this group:

- Principles of engaging children and young people in sport and physical activity (F/618/6197)
- Principles of delivering sport and physical activity in the school environment: Out of curriculum (D/618/6210)
- One safeguarding unit.

Learners must complete both units from Group F before or alongside content for this group.

Learners must choose one of the pathways below

Unit number	Unit title	Level	GLH
Pathway 1: Key stage 1 & 2 (primary)			
H/618/6208	Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key Stage 1 and 2	2	36
Pathway 2: Key stage 3 & 4 (secondary and further education)			
K/618/6209	Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key Stage 3 and 4	2	36

Group H: Group Exercise

Learners must complete Principles of planning and delivering group exercise (L/618/6381) from Group B if selecting units from this group.

Unit number	Unit title	Level	GLH
R/618/6382	Plan and deliver group circuit training	2	27
M/618/6387	Plan and deliver group studio resistance training	2	28
H/618/6385	Plan and deliver group indoor cycling	2	30
F/618/6393	Plan and deliver group water-based exercise	2	29
Y/618/6383	Plan and deliver group exercise to music: freestyle	2	27
D/618/6384	Plan and deliver group fitness walking	2	27
K/618/6386	Plan and deliver group step exercise to music	2	27

Group I: Instructing Kettlebell Training

Learners must also complete units from either:

- Group C: Gym Instructing
- Group D: Strength and Conditioning

Unit number	Unit title	Level	GLH
A/618/6490	Plan and deliver kettlebell training	2	16

Group J: Instructing Suspended Movement Training

Learners must also complete units from either:

- Group C: Gym Instructing
- Group D: Strength and Conditioning

Unit number	Unit title	Level	GLH
F/618/6491	Plan and deliver suspended movement training	2	16

Group K: Chair-Based Exercise

Learners must complete the following units from Group B if selecting units from this group:

- Introduction to the values and principles of adult social care (D/502/9590)
- Understand the value of chair-based exercise with frailer adults and disabled adults (T/504/0806)

Learners must choose one of the pathways below.

Unit number	Unit title	Level	GLH
Pathway 1			
M/504/0951	Plan and deliver chair-based exercise for frailer older adults	2	17
Pathway 2			
K/504/0950	Plan and deliver chair-based exercise for disabled adults	2	17

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).
- 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.info@ymca.co.uk.

Entry requirements

Ideally learners should have some experience of participating in exercise through personal practice as participation in a variety of exercise sessions will be mandatory.

Opportunities for progression

This qualification can lead to employment in the health, fitness and active leisure sector planning and delivering group exercise, gym-based exercise, instructor, gym instructor and or planning within a fitness facility.

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

- YMCA Level 3 Award in Emergency Paediatric First Aid (603/7211/4)
- YMCA Level 3 Award in Paediatric First Aid (603/7212/6)
- 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

Many units within this qualification are fully mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards:

Units	CIMSPA Professional Standard
Anatomy and physiology for exercise and fitness instructors (K/616/7823) Providing a positive customer experience in the exercise environment (M/616/7824) Lifestyle management and health awareness (K/616/7949)	• Core units for: ○ Gym instructor ○ Core group exercise instructor ○ Strength and conditioning trainer
Gym-based programme planning and preparation (D/616/7950) Gym-based programme delivery and professional instruction (H/616/7951)	• Gym instructor

Principles of planning and delivering group exercise (L/618/6381) Plan and deliver group circuit training (R/618/6382) Plan and deliver group exercise to music: Freestyle (Y/618/6383) Plan and deliver group fitness walking (D/618/6384) Plan and deliver group indoor cycling (H/618/6385) Plan and deliver group step exercise to music (K/618/6386) Plan and deliver group studio resistance training (M/618/6387) Plan and deliver group water-based exercise (F/618/6393)	Core group exercise instructor
Plan and prepare strength and conditioning training (L/617/1461) Delivering strength and conditioning training (R/617/1462)	Strength and conditioning trainer
Working with inactive people (M/618/6440) Lifestyle management and health awareness (K/616/7949)	Working with inactive people
Working in the community to promote and deliver physical activity programmes (T/618/644)	Working in the community
Category 1: An awareness of safeguarding and protecting children and young people (T/618/6214) Category 2: A basic understanding of safeguarding and protecting children and young people (A/618/6215) Category 3: A strategic understanding of safeguarding and protecting children and young people (F/618/6216)	Safeguarding and protecting children
Principles of engaging children and young people in sport and physical activity (F/618/6197) Planning sport and physical activity for children and young people (J/618/6198) Delivering sport and physical activity for children and young people (L/618/6199)	Working with children
Principles of delivering sport and physical activity in the school environment: Out of curriculum (D/618/6210) <i>Pathway 1: Key stage 1 & 2 (Primary)</i> Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key Stage 1 and 2 (/618/6208) <i>Pathway 2: Key stage 3 & 4 (Secondary and Further Education)</i> Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key Stage 3 and 4 (K/618/6209)	Working in the School Environment: Out of curriculum

Principles of engaging children aged 0-5 in sport and physical activity (H/618/6211)

Planning sport and physical activity for children aged 0-5 (K/618/6212)

Delivering sport and physical activity for children aged 0-5 (M/618/6213)

- Working with children 0-5

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, you should only need to complete and submit a qualification approval form 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 this 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

This qualification is available in:

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

Reasonable adjustments and special considerations

In making this qualification 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 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 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.

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

The YMCA Level 2 Diploma in Exercise and Fitness Instructing (603/7285/0) 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.

As a guide to selecting appropriate assessments methods, see the suggested example in the 'Qualification content' section of this specification.

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 can be found below

Group A: Underpinning knowledge and skills

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)

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 adults at risk

The learner can:

- 8.1 Describe what is meant by safeguarding the welfare of children and adults at risk
- 8.2 Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and adults at risk
- 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 adults at risk
- 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 adults at risk
- 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 (cleaning)

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 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)

Understanding employment within the health and fitness sector (F/618/6488)

Unit aim

This unit develops the essential knowledge and awareness an exercise and fitness instructor needs for employment and opportunities in the health and fitness sector.

Unit content

The learner will:

1. Know employment rights and responsibilities under the law

The learner can:

- 1.1 Describe the rights and responsibilities of the employee
- 1.2 Describe the rights and responsibilities of the employer
- 1.3 Identify the health and safety legal requirements relevant in a health and fitness organisation

The learner will:

2. Understand documents relevant to employment

The learner can:

- 2.1 Explain the main terms and conditions of a contract of employment
- 2.2 Outline the contents and purpose of a job description
- 2.3 Describe the types of information held on personnel records
- 2.4 Describe the importance of keeping information on personnel records up to date
- 2.5 Interpret the information shown on a pay slip or other statement of earnings

The learner will:

3. Know key employment procedures

The learner can:

3.1 Describe the procedures to follow if:

- someone needs to take time off
- if there is a grievance
- there is evidence of discrimination or bullying.

3.2 Identify sources of information and advice on employment issues

The learner will:

4. Know the key features of the active leisure, learning and wellbeing sectors

The learner can:

4.1 Describe the scope of the active leisure, learning and wellbeing sector, including:

- the 5 subsectors

4.2 Describe the contribution to society of the active leisure, learning and wellbeing sector

The learner will:

5. Know the key features of the health and fitness subsector

The learner can:

5.1 Describe the composition of the health and fitness subsector in terms of public, private and voluntary organisations

5.2 Identify the size of the health and fitness subsector in terms of employment

5.3 Outline the essential principles, values or codes of practice in the health and fitness subsector

5.4 Identify the roles of key organisations in the health and fitness subsector, including any representative and regulatory bodies

The learner will:

6. Know employment and career opportunities in the health and fitness subsector

The learner can:

6.1 Identify sources of information on career progression, training and education

6.2 Identify the main job roles within the health and fitness subsector

6.3 Identify potential career pathways in the health and fitness subsector

6.4 Outline the importance of continuing professional development

Assessment specification	Knowledge questions
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Self-Development (A/618/6487)

Unit aim

This unit covers the knowledge and understanding a learner requires to take an active role in self-development. The learner will be able to plan for self-development and regularly review their progress.

Unit content

The learner will:

1. Understand how to take an active role in own self-development

The learner can:

- 1.1 Describe how they will contribute to own self-development
- 1.2 Describe how their own attitudes and behaviours could be a barrier to progress in self-development
- 1.3 Describe what would help to motivate them to progress in self-development
- 1.4 Select an area for self-development and explain how this choice will contribute to their personal development
- 1.5 Agree what will show progress in the selected area for self-development

The learner will:

2. Be able to plan for own self-development

The learner can:

- 2.1 Agree ways to minimise barriers to self-development and to make the most of opportunities for change
- 2.2 Prepare a plan for their identified area of self-development, including activities, targets and timelines
- 2.3 Plan how and when to review the progress towards achieving their targets

The learner will:

3. Review own self-development and plan for the future

The learner can:

- 3.1 Work through activities, and reflect on key experiences or incidents
- 3.2 Review own self-development plan and how successful they have been in dealing with the barriers they identified before
- 3.3 Suggest improvements and amendments to the plan
- 3.4 Explain how they will continue with their self-development in the future

Assessment specification	Action plan for self-development
	Self-development plan worksheet
	Mid-term review of progress and a final review of a plan

Mental health awareness and support (H/618/5687)

Unit aim:

This unit develops the knowledge required for learners to recognise different mental health conditions and attitudes towards mental health and mental illness. Learners will also be able to identify risks associated with mental health conditions and organisations and services that can support those with mental health conditions.

Unit content

The learner will:

1. Understand mental health and mental ill health

The learner can:

1.1 Define the term Mental Health as defined by:

- The Health Education Authority (1997)
- The World Health Organisation (2018).

1.2. Describe the difference between mental health and mental ill health

1.3. Identify the prevalence of different mental health conditions

The learner will:

2. Understand mental health conditions

The learner can:

2.1 Describe factors that may contribute to the development of mental health conditions

2.2 Outline the signs and symptoms of some common mental health conditions including:

- Depression
- Stress
- General Anxiety Disorder (GAD)
- Panic Attacks
- Post-Traumatic Stress Disorder (PTSD)
- Schizophrenia

- Bipolar disorder
- Eating Disorders.

The learner will:

3. Understand attitudes to mental health

The learner can:

- 3.1. Explain how attitudes towards mental health and mental illness may impact individuals with mental health conditions
- 3.2. Explain how the media may affect attitudes towards mental health

The learner will:

4. Know risks associated with mental health conditions

The learner can:

- 4.1 Identify risks of mental health conditions
- 4.2 Identify how risks can be managed
- 4.3. Identify organisations and services to signpost and support those with mental health conditions

The learner will:

5. Know mainstream and alternative methods of supporting individuals with mental health conditions

The learner can:

- 5.1 Identify common approaches to treatment of mental health conditions
- 5.2 Describe alternative approaches to manage mental health conditions
- 5.3 Explain the importance of healthy eating for mental health
- 5.4 Identify other ways to support mental health

The learner will:

6. Understand the importance of physical activity and exercise for mental health

The learner can:

- 6.1 Explain the benefits of physical activity for mental health
- 6.2. Describe different types of physical activity and exercise that can be used to support mental health
- 6.3. Explain the recommended guidelines for physical activity to maintain health

Assessment specification	Information leaflet, poster or infographic design
	Worksheet
	Case study

Working with inactive people (M/618/6440)

Unit aim

This unit develops the knowledge and skills required of an exercise and fitness instructor when working with inactive people, delivering programmes of physical activity that can engage individuals and positively challenge behaviours for the long term.

Unit content

The learner will:

1. Understand target groups that are likely to be identified as inactive

The learner can:

- 1.1 Identify the different groups that are more likely to be inactive
- 1.2 Explain the reasons why the specific target group has been identified
- 1.3 Describe how the target groups have been identified

The learner will:

2. Understand barriers and enablers for participation in physical activity

The learner can:

- 2.1 Outline what is meant by the terms 'barriers' and 'enablers' regarding participation in physical activity
- 2.2 Identify where to find information/insight on barriers and enablers to participation for certain participant types
- 2.3 Describe ways to overcome barriers to participation in physical activity

The learner will:

3. Understand the benefits and measures of participating in regular physical activity

The learner can:

- 3.1 Describe the sociological benefits of participating in regular physical activity
- 3.2 Identify the appropriate measures of:
 - The sociological benefits of physical activity for inactive people
 - The physiological benefits of physical activity for inactive people

- The psychological benefits of physical activity for inactive people.

The learner will:

4. Understand the benefits to society of engaging people in physical activity

The learner can:

4.1 Describe the benefits to society and the economy of having an engaged nation of physically active people

4.2 Identify other nations and regions that benefit from having a culture of people engaged in regular physical activity

The learner will:

5. Understand the importance of building relationships and connecting with inactive people

The learner can:

5.1 Understand the importance of building relationships and connecting with inactive people in person or in a group and those who support them

5.1. Describe how to adapt communication methods to meet the needs of participants from differing backgrounds.

The learner will:

6. Understand a range of local, regional and national initiatives aimed at increasing physical activity levels

The learner can:

6.1 Identify the organisations developing initiatives for inactive people relevant to their target markets

6.2 Evaluate a range of initiatives targeting inactive people identifying areas of good practice and areas for improvement

The learner will:

7. Identify activities that could be used when planning physical activity sessions for inactive people

The learner can:

7.1 Describe appropriate types of activity and how this relates to an inactive person's goals

7.2 Describe how activities can be adapted to appeal to an inactive person or group

The learner will:

8. Understand how to plan inclusive, safe and fun physical activity programmes for inactive people

The learner can:

- 8.1 Explain how to plan inclusive, safe and fun physical activity programmes for inactive individuals
- 8.2 Outline the importance of the relationship between programme design and activity delivery in engaging inactive people
- 8.3 Describe how to deliver inclusive, safe and fun physical activity sessions for inactive individuals
- 8.4 Explain the importance of having contingency plans when working with inactive people
- 8.5 Outline how goals for inactive people may differ from those of active people

The learner will:

9. Understand how to motivate and influence behaviour change

The learner can:

- 9.1. Identify how to use feedback from participants to promote motivation of inactive people
- 9.2. Identify an individual's motivation for wanting to become physically active
- 9.3. Identify typical motivations for different types of inactive groups
- 9.4. Describe how to positively influence participant behaviour
- 9.5. Describe how people who influence an inactive person or group can play a role in motivation.

The learner will:

10. Be able to plan and deliver inclusive, safe and fun physical activity sessions for individuals that are inactive

The learner can:

- 10.1 Develop a plan to deliver inclusive, safe and fun physical activity sessions for individuals that are inactive
- 10.2 Differentiate activity appropriately to appeal to inactive people
- 10.3 Show a clear insight lead rationale for the session and activities used
- 10.4 Deliver inclusive, safe and fun physical activity sessions for individuals that are inactive
- 10.5 Recognise and implement adaptations to keep people engaged
- 10.6 Evaluate inclusive, safe and fun physical activity sessions that promotes the individual returning to participate

The learner will:

11. Be able to offer feedback to promote retention and change in behaviour

The learner can:

11.1 Give participants effective feedback on the session

11.2 Give the participant/s the opportunity to:

- Reflect on the session
- Ask questions
- Provide feedback
- Identify further needs.

11.3 Make sure the participant/s are able to continue with being physically active without direct supervision

11.4 Analyse, evaluate and reflect on the conversations, progress, changes in behaviour and approach to physical activity from individuals in order to maintain interest and participation levels

Assessment specification	Worksheet
	Session overview and plan
	Session observation and evaluation

Working within the community to develop and deliver physical activity programmes (T/618/6441)

Unit aim

The aim of this unit is to develop the required knowledge and skills to be able to plan, promote and deliver a sustainable physical activity programme that is fit for purpose for individuals and groups within a local community environment.

Unit content

The learner will:

1. Understand the local community area and the different cultures and customs within it

The learner can:

- 1.1 Outline how to research and use information gathered on the demographic of the population within the local community
- 1.2 Identify the geographical makeup of the local community
- 1.3 Describe the profile of the community
- 1.4 Identify the different protected characteristics
- 1.5 Identify how individuals within the local area travel around the community
- 1.6 Outline how individuals identify themselves and the potential impact this has on participation within physical activity
- 1.7 State what subsequent actions to take as a result of the impact
- 1.8 Know the motivation for individuals, groups and communities within the local area
- 1.9 Identify how the cultures and customs impact on community liaison and cohesion
- 1.10 Identify the importance of cultures and customs for individuals and groups

The learner will:

2. Know about the existing provision within a local community

The learner can:

- 2.1 Identify the existing provision within a local community

2.2 State how to work with clubs, local authorities and other organisations within the local community

2.3 Identify key socialising hot spots within the local area

2.4 Identify the current gaps in provision based on articulated needs

The learner will:

3. Understand the importance of building relationships and connecting with individuals and groups within the local community

The learner can:

3.1 Outline the importance of building relationships and connecting with individuals and groups within the local community, and those who support them, including:

- Creating a connection
- Creating rapport
- Creating a positive and motivating environment.

The learner will:

4. Know key contacts and networks

The learner can:

4.1 Know how to access information on key contacts within the local area

4.2 Identify the key influencers within the local community and how to contact them

4.3 Describe the different networks in the local community

4.4 Identify how to communicate, engage and utilise local networks to collaboratively support the local community

The learner will:

5. Know how to engage with individuals to support behaviour change

The learner can:

5.1 Outline how to support behaviour change in individuals

5.2 Describe the importance of adapting communication methods to meet the specific needs of the individuals and groups within the local community

5.3 State how to influence people's attitude towards sport, physical activity, health and wellbeing

5.4 Outline how to promote positive change within the local community with the use of sport, physical activity or health and wellbeing delivery

5.5 Identify how to recognise a communities normal behaviour

5.6 Outline how to influence culture for behaviour change

The learner will:

6. Understand the barriers to participation in regular physical activity

The learner can:

6.1 Outline perceived and potential barriers regarding participation in physical activity

The learner will:

7. Know how to promote long term change

The learner can:

7.1. Outline how to recognise different types of change and motivation

7.2 State the importance of listening to individuals/groups to understand their motivations

7.3 State how to motivate an individual/group/community to take part in sport, physical activity, health and wellbeing programmes

The learner will:

8. Understand the physical and mental wellbeing benefits of being physically active

The learner can:

8.1 Identify the benefits of being physically active and the affects these have on;

- The person sociologically, physically and psychologically
- Society
- Economic climate.

8.2 Describe the importance of leading a healthy lifestyle including, nutrition, sleep and alcohol consumption

8.3 Identify where to refer to for support mechanisms

The learner will:

9. Know how to engage, facilitate and deliver sustainable programmes to meet individual and group needs.

The learner can:

9.1 Identify how to engage, facilitate and deliver appropriate activities and programmes relating to sport, physical activity or health and wellbeing interventions

9.2 Outline how to work within the community to develop sustainability and retention

The learner will:

10. Be able to plan an appropriate sport, physical activity or health and wellbeing programme.

The learner can:

10.1 Consult with individuals/groups within the local community to plan an appropriate sport, physical activity or health and wellbeing programme

10.2 Identify how an activity session or programme of activity meets the needs of the local community

10.3 Identify how to adapt activities or the programme to meet individual or group needs

The learner will:

11. Be able to deliver an appropriate sport, physical activity or health and wellbeing programme

The learner can:

11.1 Deliver an appropriate sport, physical activity or health and wellbeing programme

11.2 Adapt activities or the programme to meet individual or group needs

The learner will:

12. Understand the importance of feedback and reflection

The learner can:

12.1 Identify opportunities to collate and use feedback from individuals/groups regarding the activities or programmes delivered

12.2 Identify how to use feedback from the individuals and groups to promote motivation, sustainability and retention

12.3 Reflect on own performance

12.4 Reflect on projected sustainability of the programme using feedback received from other organisations and individuals/groups within local communities

Assessment specification	Community research project (interviews)
	Worksheet
	Poster, leaflet or infographic design
	Session overview and plan
	Session observation and evaluation

Group B: Additional knowledge

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

Principles of planning and delivering group exercise knowledge questions

Principles of engaging children aged 0-5 in sport and physical activity (H/618/6211)

Unit aim

This unit develops the knowledge and skills required for learners to engage children aged 0-5 in sport and physical activity sessions.

This unit forms part of the 'Working with Children 0-5 years Population Specialism', as identified by CIMSPA and covers job roles that sit within the sport and physical activity sector as part of all industries.

Unit content

The learner will:

1. Understand the principles of holistic development for children aged 0-5 years

The learner can:

1.1 Describe the pattern of holistic development of children from birth to five years, taking consideration of the many developmental milestones in the first 18 months, including:

- Physical development
- Social development
- Emotional development
- Cognitive development.

1.2 Describe the importance of the developmental milestones in the first 18 months

1.3 Describe how you might adapt teaching activities to meet the different stages of a child's development

1.4 Identify physical activities that are suitable for each of the following age groups:

- Babies from birth to 18 months
- Toddlers from 18 months to 3 years
- Pre-school children from 3 years to 5 years.

1.5 Describe the benefits of physical activity to a child's holistic development.

The learner will:

2. Understand how to support children with additional needs in the context of sport and physical activity provision

The learner can:

2.1 Describe the additional support you may need to offer children with a range of extra needs, to include:

- Children with special educational needs and disability (SEND)
- Disadvantaged children
- Children with specific health conditions

The learner will:

3. Understanding the role of sport and physical activity in child development

The learner can:

3.1 Describe how physical development is influenced by sport and physical activity and play in children aged 0-5

3.2 Explain the importance of play for baby and pre-school development

3.3 Explain the different types of play which can be incorporated into a sport and physical activity session

The learner will:

4. Understand the importance of monitoring physical development

The learner can:

4.1 Describe how to monitor physical development using different methods

4.2 Describe factors impacting physical development in children aged 0-5

4.3 Explain the importance of monitoring physical development for children aged 0-5.

The learner will:

5. Know the fundamentals of physical literacy

The learner can:

5.1 Describe the term physical literacy and identify the fundamentals

5.2 Describe the difference between physical literacy and fundamental movement skills.

The learner will:

6. Understand how to keep children safe in activity sessions

The learner can:

6.1 Describe key legislation relating to safe practice when working with children aged 0-5

6.2 Describe the importance of risk assessments

6.3 Describe the importance of undertaking safety checks before delivering a session

6.4 Identify the role of statutory agencies for safeguarding children, including

- Social Services
- National society for the prevention of cruelty to children (NSPCC)
- Police.

6.5 Describe how to respond to injury, illness and emergency situations in a sport and physical activity session specifically for children aged 0-5

6.6 Describe the procedure for reporting incidents and accidents to relevant colleagues, parents, teachers or care givers within your own setting

6.7 Describe the different welfare needs of a child aged 0-5 and contrast this to the needs of older children and adults

The learner will:

7. Understand how to communicate effectively with babies and young children

The learner can:

7.1 Identify methods of non-verbal communication

7.2 Describe listening as a two-way process

7.3 Explain the importance of choosing the most appropriate method of communication within 0-5 years sport and physical activity sessions

7.4 Explain the importance of positive interactions and the effects of negative interactions

7.5 Identify strategies to develop positive interactions

7.6 Explain how interaction can impact upon children's (0-5 years) responsiveness in the physical activity environment- considering both positive and negative interaction

The learner will:

8. Understand the role of the accompanying adult in the physical activity environment

The learner can:

8.1 Explain the role of the accompanying adult

8.2 Describe factors which can affect the role of the accompanying adult

8.3 Describe common adult cues

8.4 Explain how you, as the activity leader, can engage positively and build effective relationships with the accompanying adult

The learner will:

9. Know how to promote the health and wellbeing of babies and young children

The learner can:

9.1 Describe the benefits of nutrition and active lifestyles for children aged 0-5

9.2 Explain the characteristics of wellbeing for each of the following:

- Emotional wellbeing
- Social wellbeing
- Cognitive wellbeing
- Physical wellbeing

9.3 Explain the important role that parents, and other caregivers, play in contributing to the health and wellbeing of their child.

9.4 Summarise the Chief Medical Officers' (CMO) Physical Activity Guidelines for early years (under 5s and under 5s capable of walking).

9.5 Outline the general nutrition and hydration guidance for children aged 0-5 when taking part in sport and physical activity

Assessment specification	Tasks including; development timeline, activity plans, scenarios, presentation, report/project
	Knowledge questions

Principles of engaging children and young people in sport and physical (F/618/6197)

Unit aim

The aim of this unit is to develop the knowledge and skills required for learners to work with a group of children and young people with different needs, including the following:

- Core population: children aged 5–18.
- Specialist population: primary age 5–11, secondary age: 11–18

This unit forms part of the Working with Children population specialism, as identified by CIMSPA and covers job roles that sit within the sport and physical activity sector as part of all industries.

Unit content

The learner will:

1. Understand the rights of a child and their access to sport and physical activity

The learner can:

1.1 Outline the United Nations Convention on the Rights of the Child (UNCRC), including the right to:

- Education
- Play
- Health
- Respect for privacy and family life.

1.2. Describe the importance of the UNCRC in sport and physical activity

1.3. Describe the United Nations Educational, Scientific and Cultural Organisation (UNESCO) guidelines on access to sport and physical activity

The learner will:

2. Understand safe and inclusive practice when working with children and young people

The learner can:

2.1 Identify what is deemed a safe environment for children and young people

2.2 Outline the process for challenging when environments are deemed unsafe

- 2.3 Describe the professional boundaries required when working with children and young people
- 2.4 Outline the process for challenging when practice and / or activities are deemed unsafe
- 2.5 Describe the importance of providing inclusive practice
- 2.6 Identify the elements of an inclusive environment

The learner will:

3. Understand the development stages of children and young people

The learner can:

3.1 Describe whole child development and identify the relationship between them including:

- Physical
- Social
- Emotional
- Cognitive

3.2 Identify a range of child development models

3.3 Explain the application of a child development model in sport and physical activity

3.4 Explain the stages of children's physical development and factors which might influence it or be influenced by it

3.5 Explain the stages of children's social development and factors which might influence it or be influenced by it

3.6 Explain the stages of children's emotional development and factors which might influence it or be influenced by it

3.7 Explain the stages of children's cognitive development and factors which might influence it or be influenced by it

The learner will:

4. Understand external factors influencing participation in sport and physical activity

The learner can:

4.1 Describe personal factors which may impact on participation

4.2 Describe educational factors which may impact on participation in:

- Primary schools
- Secondary schools / further education changes
- School-club links
- Transitions.

4.3 Explain how to identify and respond to external factors which may influence participation

The learner will:

5. Understand how to engage appropriately with children, young people, families, responsible adults, carers and parents

The learner can:

5.1 Identify the range of people who might influence a child's participation

5.2 Describe the potential wants and needs of the range of people who might influence a child's participation

5.3 Describe an organisation's policies and procedures to support communication with the range of people who might influence a child's participation, including those designed to promote positive engagement, and reporting inappropriate behaviour

5.4 Describe how to maintain a positive learning environment

The learner will:

6. Understand positive behaviour management

The learner can:

6.1 Define positive behaviour management

6.2 Describe methods to differentiate groups to support attainable individual challenges

6.3 Describe how to support children and young people to agree to take ownership of and manage a positive learning environment

The learner will:

7. Understand health and wellbeing of children and young people

The learner can:

7.1 Explain the Chief Medical Officers' (CMO) Physical Activity Guidelines for Children and Young People (5-18 years)

7.2 Describe the nutritional requirements for children and young people at different stages of physical development

7.3 Identify reasons to develop the whole child through sport and activity

The learner will:

8. Understand working with a team of children's specialists

The learner can:

- 8.1 Identify those who might support children's participation
- 8.2 Describe the role of those who might support children's participation
- 8.3 Identify the skills required for the different roles and their associated parameters
- 8.4 Summarise how to deploy the different roles effectively

The learner will:

9. Understand professional practice when working with children and young people

The learner can:

- 9.1 Identify the values necessary to work with children and young people
- 9.2 Describe good practice in the industry when working with children and young people

Assessment specification	Knowledge questions
	Tasks: report/presentations

Principles of delivering sport and physical activity in the school environment: Out of curriculum (D/618/6210)

Unit aim

This unit develops the knowledge and skills required for learners to work with a group of children and young people with different needs in a school setting, out of curriculum.

This unit forms part of the working in the school environment (out of curriculum) environmental specialism as identified by CIMSPA. Learners will be required to choose 1 of the 2 options:

- 1) Working in the primary school environment ages 5-11.
- 2) Working in the secondary school and further education environment ages 11-18.

Unit content

The learner will:

1. Understand schools as an organisational structure

The learner can:

- 1.1 Identify the different types of institutions in the school sector
- 1.2 Describe the different categories of provision in the school sector
- 1.3 Summarise the curriculum offer for the relevant home country
- 1.4 Explain the differences and similarities between PE curriculum-based activity and extra-curricular sport and physical activity
- 1.5 Summarise the differences between school sport and sport delivered in community environments
- 1.6 Explain the different cultures and values which may be encountered in different schools
- 1.7 Describe the benefits of embedding the school ethos into activity design
- 1.8 Explain how to embed activity in the school environment

1.9 Summarise the role of relevant regulatory bodies and impact on activities

1.10 Identify the core elements of key policies

1.11 Identify key procedures in the following areas:

- Record keeping
- Changing procedures
- Registers
- Use of technology
- Rewards and recognition
- Behaviour management
- Staff responsibilities
- Induction processes
- Health and safety
- Dress code/kit policies.

The learner will:

2. Understand the roles and responsibilities of others in the school setting

The learner can:

2.1 Describe the professional boundaries of staff in a school environment

2.2 Describe how to develop positive relationships with staff members

2.3 Explain the mentoring process of support staff

2.4 Explain the importance of the school environment's induction process

The learner will:

3. Know the role of the school in the wider community

The learner can:

3.1 Explain the role of a range of schools in their respective communities

3.2 Explain the health benefits of club-school links

3.3 Explain the community club-school links and physical activity promotions of a range of schools in their respective communities

The learner will:

4. Understand engagement and barriers to participation in physical activity and competitive sport

The learner can:

4.1 Describe the barriers to engaging all children and young people in school sport and physical activities

4.2 Explain how to manage child, parental and staff expectations in relation to competitive sport:
e.g. team selection and results

Assessment specification	Knowledge questions
	Tasks, including presentation and report

Category 1: An awareness of safeguarding and protecting children and young people (T/618/6214)

Unit aim

This unit provides an awareness of safeguarding and protecting children and young people. This category applies to all staff and volunteers working in sport and physical activity where they have limited contact with (but no responsibility for) children and will not be providing instruction eg, coaching. Examples roles can include recreation assistant, grounds person, parent helper.

Unit content

The learner will:

1. Understand safeguarding and child protection

The learner can:

- 1.1 Outline what is meant by safeguarding and child protection
- 1.2 Outline what is meant by appropriate behaviour in relation to children and young people
- 1.3 Identify factors that could influence a child's behaviour
- 1.4 Outline the difference between abuse and poor working practices when working with children and young people

The learner will:

2. Understand the different types and indicators of abuse

The learner can:

2.1 Outline the different types of child abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

2.2 Outline possible indicators of abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

The learner will:

3. Understand how to respond to reports or suspicions of child abuse

The learner can:

3.1 Describe what to do when concerned that a child or young person may be being abused or that someone may pose a risk to a child or young person

3.2 Identify the statutory agencies responsible for safeguarding and protecting children and young people

The learner will:

4. Be able to recognise and respond to potential indicators of abuse and poor practice

The learner can:

4.1 Identify different indicators of child abuse and poor practice

4.2 Identify suitable sources for advice and support in response to suspicion of child abuse or poor practice

4.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s)

Assessment specification	Knowledge questions (category 1)
	Case studies

Category 2: A basic understanding of safeguarding and protecting children and young people (A/618/6215)

Unit aim

This unit provides a basic understanding of safeguarding and protecting children and young people. This applies to all staff and volunteers working in sport and physical activity who have the potential to provide instruction, supervised or unsupervised, to children. Example roles could include coaching assistant, coach, and gym instructor.

Unit content

The learner will:

1. Understand safeguarding and child protection

The learner can:

1.1 Outline what is meant by safeguarding and child protection

1.2 Outline what is meant by appropriate and inappropriate behaviour in relation to children and young people

1.3 Identify factors that could influence a child's behaviour

1.4 Outline the difference between abuse and poor working practices when working with children and young people

The learner will:

2. Understand the different types and indicators of abuse

The learner can:

2.1 Outline the different types of child abuse including:

- Physical
- Emotional
- Neglect
- Bullying

- Sexual.

2.2 Outline possible indicators of abuse including:

- Physical
- Emotional
- Neglect
- Bullying
- Sexual.

The learner will:

3. Understand how to respond to reports or suspicions of child abuse

The learner can:

3.1 Describe what to do when concerned that a child or young person may be being abused or that someone may pose a risk to a child or young person

3.2 Describe how to appropriately react and respond to a child should they make a disclosure

3.3 Identify the statutory agencies responsible for safeguarding and protecting children and young people

The learner will:

4. Understand the key principles of safeguarding and protecting children and young people

The learner can:

4.1 Outline key government legislation in relation to safeguarding and protecting children and young people

4.2 Describe what constitutes good working practices for safeguarding and protecting children and young people

4.3 Describe what is meant by appropriate and inappropriate behaviour with children and young people

4.4 Describe the scope of own role and that of others in safeguarding and protecting children and young people

The learner will:

5. Be able to recognise and respond to potential indicators of child abuse and poor practice

The learner can:

5.1 Identify different indicators of child abuse and poor practice

5.2 Identify suitable sources for advice and support in response to suspicions of child abuse or poor practice

5.3 Follow the correct procedure(s) regarding safeguarding or child protection concern(s)

5.4 Demonstrate good practice and appropriate behaviour with children and young people

Assessment specification	Knowledge questions (category 2)
	Case studies
	Witness testimony

Category 3: A strategic understanding of safeguarding and protecting children and young people (F/618/6216)

Unit aim

This unit provides a strategic understanding of safeguarding and protecting children and young people. This category applies to staff and volunteers with senior operational management responsibilities. Example roles could include board members and senior management team.

Unit content

The learner will:

1. Understand the importance of safeguarding and protection policies in relation to organisation requirements

The learner can:

- 1.1 Describe the strategic benefits of embedding safeguarding processes into your organisation
- 1.2 Explain the risks to the organisation of not embedding safeguarding practice into policy and procedure
- 1.3 Describe how to develop risk management systems and how this is informed by best practice
- 1.4 Explain how to access information on latest best practice to keep children safe and respond to concerns

The learner will:

2. Understanding the organisation's vision in relation to safeguarding and protection

The learner can:

- 2.1 Describe how to plan a vision in relation to the safeguarding and protection of children and young people for your organisation
- 2.2 Explain how to apply, assess and evaluate the effectiveness of safeguarding policies and procedures across your organisation

The learner will:

3. Understand the key legislation in relation to safeguarding and child protection and its impact on organisational policy

The learner can:

3.1 Identify the key legislation in relation to safeguarding and protecting children and young people

3.2 Explain how to communicate safeguarding strategies and messages across your organisation in an effective manner

3.3 Identify ways in which an effective safeguarding culture can be implemented

3.4 Describe the following processes in relation to safeguarding:

- Disciplinary
- Complaints
- Whistleblowing.

The learner will:

4. Be able to contribute to, implement, review and evaluate own organisation's safeguarding policies and procedures

The learner can:

4.1 Contribute to the development of own organisation's safeguarding and protection policies and procedures

4.2 Maintain and review own organisation's safeguarding and protection policies and procedures

4.3 Evaluate the effectiveness of own organisation's policies and procedures in relation to safeguarding and protection, taking steps to make appropriate changes and apply these as necessary

4.4 Articulate the organisation's vision and processes in regard to safeguarding and protecting children and young people.

The learner will:

5. Be able to demonstrate the management of risk in relation to safeguarding and protection of children and young people within own role

The learner can:

5.1 Demonstrate the management of risk in relation to safeguarding and the protection of children and young people.

The learner will:

6. Be able to work with others to share best practice in safeguarding and protection of children and young people

The learner can:

6.1 Work collaboratively and influence other agencies to promote and share best practice on safeguarding and protecting children and young people

Assessment specification	Knowledge questions (category 3)
	Work products AND Professional Discussion or Witness testimony or Reflective account

Introduction to the values and principles of adult social care (D/502/9590)

Unit aim

This unit will develop the learner's knowledge in order to provide an awareness of the values and principles of adult social care.

Unit content

The learner will:

1. Know the values and principles of adult social care

The learner can:

1.1 Identify key values and principles of adult social care

1.2 Outline why adult social care workers need to promote these values at all times

1.3 Identify areas where own values and principles may conflict with those of adult social care

The learner will:

2. Know the importance of diversity within adult social care

The learner can:

2.1 Outline why it is important to support and respect diversity and different cultures and values

2.2 Outline the importance of finding out an individual's history, needs, wishes, likes and dislikes

Assessment specification

Worksheet

Understand the value of chair-based exercise with frailer adults and disabled adults (T/504/0806)

Unit aim

This unit develops the learner's understanding of chair-based exercise and its value with adults in care and community settings, including frailer older adults and disabled adults. Learners explore the difference between chair-based exercise and physical activity. The learner will develop knowledge of how chair-based exercise can support physical and mental health and wellbeing. Learners will also develop an understanding of the impact of body system changes associated with ageing, disability and inactivity as well as additional special considerations that must be taken into account. The structure and content of the chair-based exercise session is covered along with the importance of pre-exercise screening.

Unit content

The learner will:

1. Understand the impact of the major changes associated with ageing, disability and inactivity

The learner can:

1.1 Identify changes to:

- bones
- joints
- muscles
- heart
- blood vessels
- lungs
- nerves.

1.2 Explain the potential impact of the changes on:

- posture
- postural stability

- functional capacity
- wellbeing
- social interaction
- independence.

The learner will:

2. Understand the health and functional benefits of chair-based exercise for frailer older adults and disabled adults

The learner can:

2.1 Identify the components of 'total fitness'

2.2 Identify the components of 'physical fitness'

2.3 Describe the differences between physical activity and exercise

2.4 Explain the benefits of:

- exercise
- physical activity.

2.5 Identify the benefits for:

- frailer older adults
- disabled adults.

The learner will:

3. Understand how chair-based exercise can help meet the social, emotional and psychological needs of frailer older adults and disabled adults

The learner can:

3.1 Explain the factors that need to be considered to help meet:

- social needs
- emotional needs
- psychological needs.

The learner will:

4. Know how to engage frailer older adults and disabled adults to participate in chair-based exercise

The learner can:

- 4.1 Identify potential challenges to participation
- 4.2 Identify person-centred approaches to motivate individuals
- 4.3 Identify environmental requirements to facilitate inclusivity
- 4.4 Identify ways to support individuals to safely overcome potential challenges

The learner will:

5. Know special considerations that must be taken into account when delivering chair-based exercise to frailer older adults and disabled adults

The learner can:

- 5.1 Identify common functional impairments experienced by:
 - frailer older adults
 - disabled adults.
- 5.2 Outline effects that common functional impairments may have on the ability to participate safely
- 5.3 Identify potential common effects of medication on the ability to participate safely
- 5.4 Identify the absolute contraindications and cautions
- 5.5 Identify where to access further advice, guidance or support regarding special considerations

The learner will:

6. Understand the importance of the structure of chair-based exercise sessions for frailer older adults and disabled adults

The learner can:

- 6.1 Describe the appropriate content and duration of the warm-up component
- 6.2 Explain the purpose of the warm-up component
- 6.3 Describe the appropriate content and duration of the main component

6.4 Describe the appropriate content and duration of the cool-down component

6.5 Explain the purpose of the cool-down component

The learner will:

7. Understand the importance of pre-exercise screening for chair-based exercise for frailer older adults and disabled adults

The learner can:

7.1 Explain the purpose of:

- pre-exercise screening
- informed consent.

7.2 Explain the importance of using a person-centred approach

7.3 Explain how to maintain client confidentiality

Assessment specification

Worksheet

Group C: Gym Instructing

Gym-based programme planning and preparation (D/616/7950)

Unit aim

This unit covers the knowledge and skills a gym instructor needs to plan and prepare gym-based exercise programmes for a range of clients, within their scope of practice. This includes demonstrating effective communication to engage and fully support clients.

Unit content

The learner will:

1. Understand the importance of adapting communication techniques when dealing with customers with differing needs

The learner can:

1.1 Identify the most appropriate ways of communicating with customers to meet their needs considering background, culture and experience

1.2 Explain how non-verbal communication affects the behaviour of the customer

The learner will:

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

The learner can:

2.1 Identify different methods to collect client information, appropriate to the individual, including:

- questionnaire (PARQ/PARQ +)
- interview/consultation
- informed consent
- observation
- fitness testing/physical measurements.

2.2 Identify basic health and fitness assessments in order to assess suitability for a gym-based exercise programme

2.3 Explain the protocols to follow for screening clients prior to gym-based exercise

2.4 Identify risk stratification models that can be utilised by a gym instructor, to include:

- Initial ACSM Risk Stratification
- Morgan and Irwin.

2.5 Identify the variables that can be used when risk stratifying clients

2.6 Explain what is meant by low, medium and high risk

2.7 Identify methods of supporting clients in overcoming barriers towards exercise

2.8 Identify the importance of safely storing client information

The learner will:

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

The learner can:

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

3.2 Identify the reasons for temporary deferral of exercise

The learner will:

4. Understand how to plan gym-based exercise for a range of clients

The learner can:

4.1 Outline how to plan and adapt gym-based exercise to meet the needs of clients with different objectives, including:

- apparently healthy
- older people
- young people (14-18).

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

4.3 Identify a range of exercises and methods of training for individual clients, including:

- cardiovascular training methods
- cardiovascular equipment
- resistance training methods
- resistance equipment
- functional exercise

- flexibility and range of motion exercise
- motor skills.

The learner will:

5. Be able to collect and use information to plan a gym-based exercise programme for a range of clients

The learner can:

5.1 Use appropriate methods to collect information to plan gym-based exercise programmes, including:

- lifestyle questionnaire
- PAR-Q/PAR-Q +
- health assessments (choose based on relevance to the client's lifestyle and goals.

5.2 Use effective communication methods to engage and fully support the client

5.3 Identify client needs and any possible risks from participation in a gym-based exercise programme, signposting when required

5.4 Maintain client confidentiality

5.5 Agree objectives with clients based on

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

5.6 Interpret individual client information to select gym-based exercises that will help clients to develop:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills and functional ability.

5.7 Suggest other activities to complement their programme according to interests

5.8 Plan how to minimise any risks relevant to the programme

5.9 Plan realistic timings and sequences for exercise

5.10 Ensure gym-based exercise programmes are balanced according to individual goals in order to for adaptations to occur

5.11 Record programme plans in an appropriate format

5.12 Identify the importance of reviewing programmes at regular intervals and setting review dates accordingly

Assessment specification	Preparing for and planning an exercise session written documents
	Observation of consultation and gym session (Summative)
	Case studies
	Knowledge questions

Gym-based programme delivery and professional instruction (H/616/7951)

Unit aim

This unit covers the knowledge and skills a gym instructor needs to deliver an effective gym-based exercise session professionally and safely to a range of clients.

Unit content

The learner will:

1. Understand how to deliver gym inductions and gym-based exercise sessions to a range of clients

The learner can:

- 1.1 Describe how a gym instructor could safely use the space and equipment in the gym environment
- 1.2 Identify appropriate methods of reviewing individual client progress
- 1.3 Explain the importance of reviewing client progress at regular intervals

The learner will:

2. Be able to prepare self and equipment for inductions and exercise sessions in the gym environment for individuals and groups

The learner can:

- 2.1 Prepare self to supervise gym-based exercise
- 2.2 Select equipment for gym-based programmes as appropriate to client's need and session
- 2.3 Prepare the environment and equipment as appropriate to client's need

The learner will:

3. Be able to introduce individuals and groups to a gym environment

The learner can:

- 3.1 Engage clients from the outset using effective communication to help client(s) feel welcome and at ease
- 3.2 Perform a verbal health check prior to starting a session
- 3.3 Confirm or revise plans with client(s) as appropriate
- 3.4 Explain the purpose of each component of a gym session
- 3.5 Advise client(s) of the facility's emergency procedures
- 3.6 Demonstrate effective communication and behaviour at all times to provide a professional, positive client experience on behalf of self and the facility

The learner will:

4. Be able to instruct gym-based exercise

The learner can:

4.1 Instruct safe and effective exercises for all components of a gym-based session (including safe lifting and spotting where required), to cover:

- warm-up
- cardiovascular machines
- resistance machines
- free weights
- use of small apparatus
- body weight and functional exercises (functional to client needs)
- flexibility/mobility
- cool-downs.

4.2 Identify methods of adapting gym-based exercise programmes to ensure appropriate progression and/or regression

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

4.4 Check client understanding at regular intervals

The learner will:

5. Be able to supervise clients undertaking gym-based exercise

The learner can:

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

5.2 Monitor the safety and intensity of exercise

5.3 Use motivational styles appropriate to the clients and the exercise format

5.4 Provide clear, supportive feedback and instruction at appropriate times

The learner will:

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

The learner can:

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

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

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

6.4 Give the clients the opportunity to:

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

6.5 Make sure the clients understand how to continue their gym-based exercise session without direct supervision

6.6 Leave the environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing gym-based exercise

The learner can:

7.1 Review the outcomes of working with clients, taking into consideration client feedback

7.2 Identify:

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

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

Assessment specification	On course practical delivery of specific gym-based exercise
	Observation of consultation and gym session (Summative)

Group D: Strength and Conditioning

Plan and prepare strength and conditioning training (L/617/1461)

Unit aim

This unit covers the knowledge and skills a Strength and Conditioning Trainer needs to plan and prepare strength and conditioning based exercise programmes (within their scope of practice) for a range of participants. This includes demonstrating effective communication to engage and fully support participants.

Unit content

The learner will:

1. Understand the professional role of the strength and conditioning trainer

The learner can:

1.1. Identify governing and/or professional bodies for:

- strength and conditioning
- a range of sports.

1.2. Outline the principles, values, and ethical codes for practice laid out by governing bodies and/or professional bodies for:

- strength and conditioning
- a sport national governing body.

1.3. Describe how a strength and conditioning trainer can keep knowledge and skills up to date

1.4. Identify opportunities and requirements for career progression in strength and conditioning

The learner will:

2. Understand how to promote participation in strength and conditioning

The learner can:

2.1. Describe the benefits of participating in a strength and conditioning programme for the following:

- youth sport
- adult recreational activities

- performance sport
- older adults' lifestyle activities.

2.2. Describe ways of promoting the benefits of participation in strength and conditioning

The learner will:

3. Understand how to plan an effective strength and conditioning session to meet the needs of the participant

The learner can:

3.1. Identify objectives for a strength and conditioning programme, to include:

- foundation movement skills
- energy systems training
- strength
- muscular endurance
- speed and agility.

3.2. Explain why it is important to agree goals and objectives for strength and conditioning with participants

3.3. Identify a range of environments and equipment for training individuals and groups to develop the following:

- foundation movement skills
- energy systems training
- acceleration, deceleration and change of direction
- resistance training.

3.4. Describe the benefits of:

- foundation movement skills
- energy systems training
- acceleration, deceleration and change of direction
- resistance training.

3.5. Outline the structure of a strength and conditioning session

3.6. Outline how a strength and conditioning programme might be adapted to meet the needs of a range of participants, including:

- older people
- ante/postnatal

- young people (prepubescent, pubertal, and adolescent).

3.7 Outline the principles of behaviour management for effective group coaching for:

- adults
- children (5-11) (11-18).

The learner will:

4. Understand the importance of adapting communicating techniques when dealing with customers with differing needs

The learner can:

4.1. Identify the most appropriate ways of communicating with participants to meet their needs considering background, culture, and experience

4.2. Explain how non-verbal behaviour and environment can affect the behaviour of participants

The learner will:

5. Understand how to collect information to plan a strength and conditioning programme

The learner can:

5.1. Identify different methods to collect participant information, appropriate to the individual, including:

- PARQ/PARQ+
- Questionnaire
- Interview/consultation
- Informed consent
- Observation
- Fitness testing/physical measurements.

5.2. Explain the importance of following protocols for screening participants prior to strength and conditioning training

5.3. Identify risk stratification models that can be utilised by a strength and conditioning trainer, to include:

- Initial ACSM Risk Stratification
- Morgan and Irwin.

5.4. Identify the variables that can be used when risk stratifying participants

5.5. Explain what is meant by low, medium, and high risk

5.6. Identify methods of supporting participants in overcoming barriers towards exercise

5.7. Identify the importance of safely storing participants' information

The learner will:

6. Understand how to use participants' information to plan a strength and conditioning programme

The learner can:

6.1. Give examples of how participants' information affect the planning of strength and conditioning training

6.2. Identify the reasons for temporary deferral of exercise

6.3. Describe why it is important to have information on a participants' sleep patterns.

6.4. Identify the minimum sleep recommendations for different stages of maturation

6.5. Give examples of how a participant can improve their sleep habits

The learner will:

7. Be able to collect information to plan a strength and conditioning programme for a range of participants

The learner can:

7.1. Use appropriate methods to collect information to plan strength and conditioning programmes, including:

- Lifestyle questionnaire
- PARQ/PAR-Q+.
- Informed consent (parental consent for youth participants)
- Physical assessments.

7.2. Identify assessment and monitoring strategies for establishing stage of maturation for youth participants

7.3. Use effective communication methods to engage and fully support the participant

7.4. Identify participant needs and any possible risks from participation in a strength and conditioning programme, signposting when required

7.5. Maintain client confidentiality

7.6. Interpret individual participant information and agree objectives

7.7. Suggest other activities to complement their programme according to interests

7.8. Plan how to minimise risks relevant to the programme

The learner will:

8. Be able to use participant information to plan a strength and conditioning session

The learner can:

8.1. Set short, medium and long-term SMART goals for a range of training objectives, to include:

- improving fundamental movement skills
- improving lifting technique
- increasing muscular endurance
- changing body composition
- increasing strength
- improving energy systems.
- improving acceleration and change of direction ability.

8.2. Select appropriate exercises according to training objectives

8.3. Plan realistic timings and sequence of exercises

8.4. Record programme plans in an appropriate format, professionally presented

8.5. Identify the importance of reviewing programmes at regular intervals and set review dates

Assessment specification	Knowledge questions
	Participant consultation record
	Youth consultation record
	Programming for participant
	On-course observation and practical delivery of strength and conditioning protocols

Delivering strength and conditioning training (R/617/1462)

Unit aim

This unit covers the knowledge, understanding and skills needed to supervise and train participants using a range of strength and conditioning exercises. These include foundation movement skills, selected resisted movements for strength-based training, energy system training protocols and high intensity running based activities (including acceleration, deceleration and change of direction).

This will allow the Strength and Conditioning Trainer to apply this knowledge in an individual and group setting.

Unit content

The learner will:

1. Be able to instruct foundation movement skills

The learner can:

1.1. Identify safe and effective alignment for a range of basic movement patterns, including identified versions of:

- squat
- lunge
- hinge
- jump
- quadrupedal
- push
- rotations
- pulls
- running based activity.

1.2. Demonstrate different methods of adapting the movement patterns to address common restrictions

1.3 Ensure appropriate progressions and/or regressions are implemented where required

1.4 Demonstrate how to safely develop client coordination to include appropriate progressions of intensity and complexity

The learner will:

2. Be able to deliver an effective warm-up for a range of activities

The learner can:

2.1. Demonstrate an effective warm-up using combinations of fundamental movement skills

2.2. Use warm-up activities that contribute to achieving specific exercise goals

The learner will:

3. Be able to effectively provide an appropriate group energy systems training session

The learner can:

3.1. Prepare self, the area, and equipment for energy systems training

3.2. Apply shuttle run and equipment-based assessment to establish energy system training objectives

3.3. Lead an energy system training session

The learner will:

4. Be able to deliver a strength and conditioning training session

The learner can:

4.1. Prepare self and equipment for a strength and conditioning training session according to the participant needs

4.2. Engage participant from the outset using:

- effective verbal and non-verbal communication
- a positive attitude
- professional presentation.

4.3. Perform a verbal health check prior to starting the session, with reference to a recent and detailed PAR-Q

4.4. Outline the facility's emergency procedures

4.5. Give explanations and demonstrations that are technically correct

4.6. Demonstrate safe and effective exercises for all components of a strength and conditioning session, inclusive of:

- Warm up using an appropriate RAMP combination and progression of foundation movement skills:
 - two explosive exercises
 - six strength-based exercises
 - session conclusion.

4.7. Adapt strength-based exercises to ensure appropriate progression and/or regression

4.8. Engage with participant throughout, checking understanding at regular intervals

4.9. Adopt appropriate positions to observe the participant and respond to their needs

4.10. Use motivational styles and provide supportive feedback appropriate to the participant and the exercise format

4.11. Engage with the participant, ensuring the environment is left in a condition acceptable for future use

The learner will:

5. Be able to reflect on providing a strength and conditioning session

The learner can:

5.1 Give the participant the opportunity to reflect on the session

5.2 Review the outcomes of the session, taking into consideration feedback from the participant

5.3. Identify:

- How the participant responded to the exercises.
- How effective and motivational the relationship with the participant was.
- The safety and effectiveness of the programme and exercises.

5.3. Identify how to improve personal practice for future sessions

5.4. Explain the value of reflective practice

Assessment specification	On-course observation of practical delivery of strength and conditioning protocols
	Observation of summative strength-based training

Group E: Engaging Children Aged 0-5 in Sport and Physical Activity

Planning sport and physical activity for children aged 0-5 (K/618/6212)

Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to plan sport and physical activity sessions for children in the age range of 0-5. The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

Unit content

The learner will:

1. Understand how to collect relevant information to plan sport and physical activity for children aged 0-5

The learner can:

- 1.1 Describe the process of screening as it applies to children aged 0-5
- 1.2 Explain the process of informed consent as it applies to children aged 0-5
- 1.3 Describe different methods to collect information:
 - Questionnaire
 - Interview
 - Observation.

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

The learner will:

2. Be able to collect relevant information to plan safe and effective sport and physical activity for children aged 0-5

The learner can:

- 2.1 Collect the information needed to plan sport and physical activity sessions for children aged 0-5
- 2.2 Make sure the information is accurate and up-to-date

2.3 Make sure there is parental/carer informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

3. Understand how to use information to plan health related sport and physical activity for children aged 0-5

The learner can:

3.1 Give examples of how information affects the planning of sport and physical activity sessions for children aged 0-5

3.2 Identify the reasons for temporary deferral of exercise in children aged 0-5

3.3 Explain the reasons for referring children aged 0-5 to other professionals

3.4 Describe the process of referring children aged 0-5 to other professionals

The learner will:

4. Understand how to plan safe and effective sport and physical activity for children aged 0-5

The learner can:

4.1 Explain the key stages in planning and preparing sport and physical activity sessions (indoor and outdoor) for children aged 0-5

4.2 Explain the importance of contingency plans

4.3 Describe the use and benefit of outside space as an alternative and/or viable learning environment

4.4 Describe how to ensure activities are creative, fun and engaging and pitched at the appropriate level

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

- Promote and enhance activity levels
- Promote personal development
- Improve skills and techniques,
- Provide opportunities for fun and enjoyment.

4.6 Describe the importance of goal setting and regular attendance of sport and physical activity sessions for the development of children aged 0-5

4.7 Describe how the use of music can enhance sport and physical activity sessions for children aged 0-5

4.8 Identify sport and physical activities that are inclusive, safe and appropriate for children aged 0-5 including:

- Indoor sessions
- Outdoor sessions.

4.9 Outline the importance and application of warm-up and cool-down when designing sport and physical activity for children aged 0-5

The learner will:

5. Be able to plan inclusive, safe and effective sport and physical activity for children aged 0-5

The learner can:

5.1 Develop a plan to deliver safe and effective sport and physical activity sessions for children aged 0-5

5.2 Identify objectives that are appropriate to:

- The needs and potential of children
- Allows development across relevant domains (physical, social, emotional, cognitive)
- Accepted good practice in the industry
- The learner's own level of competence
- The aims of the session
- Provide opportunities for fun and enjoyment.

5.3 Plan sport and physical activity that are inclusive, progressive and will help children aged 0-5 to achieve the planned objectives

5.4 Structure the session so that children will be motivated to adhere to sport and physical activity

5.5 Plan realistic timings for sessions

5.6 Identify ground rules for behaviour that will minimise risks to children, as appropriate

5.7 Record plans in an appropriate format

5.8 Identify other team members/assistants associated with planned lesson, where appropriate

5.9 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

Assessment specification	Worksheet questions
	Progressive programme
	Session plans/Session overview
	Screening documents

Delivering sport and physical activity for children aged 0 – 5 (M/618/6213)

Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to deliver sport and physical activity sessions for apparently healthy children in the age range of 0-5 years. The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

Unit content

The learner will:

1. Understand the principles of delivering sport and physical activity to children aged 0-5

The learner can:

1.1 Describe how to deliver safe and effective sport and physical activity sessions to children aged 0-5

1.2 Identify different methods of adapting sport and physical activity to the needs of children aged 0-5

1.3 Describe the principles of group behaviour management when working with children in the age range of 0 -5 years

1.4 Describe how to evaluate safe and effective sport and physical activity sessions that will inform future sessions

1.5 Explain the value of reflective practice

The learner will:

2. Be able to prepare children and accompanying adult for sport and physical activity

The learner can:

2.1 Help children and accompanying adult (s) feel welcome and at ease in the exercise environment

2.2 Provide sufficient and appropriate resources for the session

2.3 Follow the correct procedures for registering children's attendance

- 2.4 Check children's level of experience, ability and physical/medical condition
- 2.5 Confirm or revise plans in light of new information
- 2.6 Check that children are appropriately dressed for sport and physical activity
- 2.7 Explain the purpose and value of the sport and physical activities, including the warm up and cool down as appropriate
- 2.8 Explain the agreed sport and physical activities, including physical and technical demands
- 2.9 Provide clear information to children about the ground rules for behaviour and the reasons for these
- 2.10 Advise children, parents and carers of the facility's emergency procedures

The learner will:

3. Be able to deliver sport and physical activity to children aged 0-5

The learner can:

- 3.1 Demonstrate how to carry out safety checks prior to commencing a session referring to risk assessment
- 3.2 Deliver safe and effective sport and physical activity sessions for children aged 0-5
- 3.3 Deliver inclusive and progressive activities developing children across all relevant domains including:
 - Physical
 - Social
 - Emotional
 - Cognitive.
- 3.4 Demonstrate positive communication during a sport and physical activity session including verbal and non-verbal methods
- 3.5 Demonstrate listening during a sport and physical activity session
- 3.6 Develop and maintain an atmosphere of fun and enjoyment
- 3.7 Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children and accompanying adult

3.8 Communicate with children in a way that:

- Is appropriate to their needs
- Is fun
- Motivates them to take part

3.9 Demonstrate safe and effective session management

3.10 Keep to the planned timings for the session

3.11 Use appropriate volume, pitch and voice projection according to the sport and physical activity

3.12 Record, report and share any accidents incidents and or emergencies to the appropriate individual when appropriate

The learner will:

4. Be able to support children aged 0-5 to take part in sport and physical activity

The learner can:

4.1 Present a positive image of self and organisation to children and accompanying adult(s)

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

4.3 Demonstrate encouraging positive interactions between the accompanying adult and the child

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

- Changing positions
- Asking questions
- Making adaptations/offering alternatives
- Using verbal communications
- Using visual communications.

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

4.6 Ensure children are appropriately nourished and hydrated during sport and physical activity sessions

The learner will:

5. Be able to bring a sport and physical activity session to an end

The learner can:

5.1 Allow sufficient time to end the session

5.2 End the session using cool down activities that are safe and effective for children aged 0-5

5.3 Provide motivational feedback on the session to children and accompanying adult

5.4 Provide children and accompanying adult with the opportunity to:

- Think about the session
- Ask questions
- Provide feedback.

5.5 Offer advice and guidance regarding the importance of regular participation in regular physical activity

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

5.7 Leave the environment in a condition acceptable for future use

The learner will:

6. Be able to reflect on providing sport and physical activity for children aged 0-5 years

The learner can:

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

6.2 Identify:

- How well the exercises/physical activities met the children's needs
- How well the activities contributed to developing children across all relevant domains: physical, social, emotional, cognitive
- How effective and motivational the relationship with the children was

6.3 Identify how to improve personal practice

Assessment specification	Worksheet questions
	Observation of practical teaching
	Final practical observation

Group F: Engaging Children and Young People in Sport and Physical Activity

Planning sport and physical activity for children and young people (J/618/6198)

Unit aim:

The aim of this unit is to develop the skills and knowledge a learner needs to plan sport and physical activity for apparently healthy children aged 5–18. Learners will gain specific knowledge about child development and the appropriateness of different activities for different groups. They will also need to demonstrate a good understanding of children's needs, health, safety and welfare. Learners must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

This unit forms part of the Working with Children Population Specialism, as identified by CIMSPA and covers job roles that sit within the sport and physical activity sector as part of all industries.

Unit content

The learner will:

1. Understand how to collect relevant information to plan sport and physical activity for children and young people

The learner can:

1.1 Describe the process of screening as it applies to children and young people

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

1.3 Describe different methods of collecting information, including:

- Questionnaire
- Interview
- Observation.

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

The learner will:

2. Be able to collect relevant information to plan safe and effective sport and physical activity for children and young people

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children and young people

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

2.3 Make sure there is parental/carers informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

3. Understand how to use information to plan sport and physical activity for children and young people

The learner can:

3.1 Give examples of how information affects the planning of sport and physical activity sessions for children and young people

3.2 Identify the reasons for temporary deferral of exercise in children and young people

3.3 Explain the reasons for referring children and young people to other professionals

3.4 Describe the process of referring children and young people to other professionals

The learner will:

4. Understand how to plan safe and effective sport and physical activity for children and young people

The learner can:

4.1 Identify the key stages in planning and preparing sport and physical activity for children and young people

4.2 Outline how to achieve session objectives taking into consideration collected information including:

- Promote and enhance activity levels
- Promote personal development
- Improve skills and techniques
- Provide opportunities for fun and enjoyment.

4.3 Describe how the use of music can enhance sport and physical activity sessions for children and young people

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

4.5 Identify sport and physical activities that are safe and appropriate for children of all ages

4.6 Outline the importance and application of warm-up and cool-down when designing sport and physical activity for children and young people

The learner will:

5. Be able to plan safe and effective sport and physical activity for children and young people

The learner can:

5.1 Develop a plan to deliver safe and effective sport and physical activity sessions for children and young people in accordance with the UNCRC and UNESCO guidelines on access to sport and physical

5.2 Identify objectives that are appropriate to:

- The needs and potential of children and young people
- Accepted good practice in the industry
- The learner's own level of competence
- The aims of the session.

5.3 Plan sport and physical activity that are progressive and provide opportunities for the children and young people to develop across all domains

5.4 Structure the session so that children and young people will be motivated to adhere to sport and physical activity

5.5 Plan realistic timings for sessions

5.6 Identify ground rules for behaviour that will minimise risks to children and young people

5.7 Record plans in an appropriate format

5.8 Identify other team members/assistants associated with planned sessions, where appropriate

5.9 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

Assessment specification	Planning worksheet
	Progressive programme
	Session overview/Session plans
	Ground rules
	Screening documents

Delivering sport and physical activity for children and young people (L/618/6199)

Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to deliver sport and physical activity sessions for apparently healthy children aged 5-18. The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

Unit content

The learner will:

1. Understand the principles of delivering sport and physical activity to children and young people

The learner can:

- 1.1 Describe the components of physical fitness
- 1.2 Identify the benefits of regular participation in sport and physical activity for children and young people
- 1.3 Identify different methods of adapting sport and physical activity to the needs of children and young people
- 1.4 Describe the importance of introducing and building exercises/movements up gradually
- 1.5 Describe the principles of group behaviour management when working with children in the age range of 5-18 years
- 1.6 Explain the value of reflective practice

The learner will:

2. Understand the principles of motivating children and young people to adhere to sport and physical activity

The learner can:

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

2.2 Identify the typical barriers to sport and physical activity that children and young people experience

2.3 Describe strategies that can help children and young people overcome these barriers

2.4 Explain how children's and young people's sport and physical activity preferences can be used to strengthen motivation and adherence

The learner will:

3. Be able to prepare children and young people for sport and physical activity

The learner can:

3.1 Provide an inclusive and safe sport and physical activity environment for children and young people

3.2 Help children and young people feel welcome and at ease in the exercise environment

3.3 Provide sufficient and appropriate resources for the session

3.4 Follow the correct procedures for registering children's attendance

3.5 Check children's and young people's level of experience, ability and physical/medical condition

3.6 Confirm or revise plans in light of new information

3.7 Check that children and young people are appropriately dressed for sport and physical activity

3.8 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down

3.9 Explain the agreed sport and physical activities, including physical and technical demands

3.10 Provide clear information to children and young people about the ground rules for behaviour and the reasons for these

3.11 Advise children, young people, parents and carers of the facility's emergency procedures

The learner will:

4. Be able to deliver sport and physical activity to children and young people

The learner can:

4.1 Deliver safe and effective sport and physical activity sessions for children and young people in accordance with the UNCRC and UNESCO guidelines on access to sport and physical

4.2 Deliver inclusive and progressive activities developing children and young people across all relevant domains including:

- Physical
- Social
- Emotional
- Cognitive.

4.3 Develop and maintain an atmosphere of fun and enjoyment

4.4 Prepare children and young people for the session using safe and effective warm-ups

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

4.6 Communicate with children and young people in a way that:

- Is appropriate for their needs
- Is fun
- Motivates them to take part.

4.7 Monitor that children and young people take part in the session in a safe manner

4.8 Keep to the planned timings for the session

4.9 Use appropriate volume, pitch and voice projection according to the sport and physical activity

4.10 Adhere to appropriate procedures, and professional standards throughout the session

4.11 Work as part of a team to deliver inclusive, safe and engaging activities, where appropriate

The learner will:

5. Be able to support children and young people to take part in sport and physical activity

The learner can:

5.1 Present a positive image of self and organisation to children and young people

5.2 Establish an effective working relationship with children and young people

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

5.4 Use motivational styles appropriate to children and young people and the sport and physical activity format

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

5.6 Provide appropriate progressions and regressions

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

- Changing positions
- Asking questions
- Making adaptations/offering alternatives
- Using verbal communications
- Using visual communications.

5.8 Build sport and physical activities gradually as appropriate for children and young people

5.9 Manage children's and young people's behaviour throughout the session

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

5.11 Adapt the sport and physical activities to the changing needs of children and young people during the session

The learner will:

6. Be able to bring a sport and physical activity session to an end

The learner can:

6.1 Allow sufficient time to end the session

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

6.3 Provide motivational feedback on the session to children and young people

6.4 Provide children, young people, adults, carers with the opportunity to:

- Think about the session
- Ask questions
- Provide feedback.

6.5 Offer advice/guidance regarding the importance of participation in regular physical activity

6.6 Provide signposting to children and young people facing external challenges to their participation in sport and physical activity

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

6.8 Leave the environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing sport and physical activity for children and young people

The learner can:

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

7.2 Identify:

- How well the sport and physical activities met the children's and young people's needs
- How well the activities contributed to developing children and young people across all relevant domains including:
 - Physical
 - Social
 - Emotional

- Cognitive.
- How effective and motivational the relationship with the children and young people was
- How well the delivery style matched the children's and young people's needs

7.3 Identify how to improve personal practice

Assessment specification	Instructing worksheet
	On course observation of practical teaching
	Observation of practical teaching
	Final observation of practical teaching

Group G: Delivering sport and physical activity in the school environment: Out of curriculum

Planning and delivering sport and physical activity in the school environment: Out of curriculum: Key stage 1 and 2 (H/618/6208)

Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to be able to plan and deliver sport and physical activity sessions for apparently healthy children in key stage 1 and 2 (5-11 years). The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the children's level of understanding.

Unit content

The learner will:

1. Understand the national curriculum at key stage 1 and 2

The learner can:

1.1 Describe the national curriculum at key stage 1 and 2

1.2 Explain the impact of the national curriculum at key stage 1 and 2 on the development and delivery of activities out of curriculum time

The learner will:

2. Be able to collect relevant information to plan safe and effective sport and physical activity for children at key stage 1 and 2

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children

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

2.3 Make sure there is parental/carers informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

3. Demonstrate planning for activities embedding the national curriculum at key stage 1 and 2

The learner can:

3.1. Plan inclusive, safe and effective sport and physical activity for children

3.2 Prepare a plan aligned to environment specific factors which may be encountered in school environments

3.3 Demonstrate the development of activities aligned to the institution and category of provision

3.4 Plan activities based on relevant school policies and procedures

3.5 Identify objectives that are appropriate to:

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

3.6 Structure the session so that children will be motivated to adhere to sport and physical activity

3.7 Plan realistic timings for sessions

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

3.9 Record plans in an appropriate format

3.10 Identify other team members/assistants associated with planned lesson, where appropriate

3.11 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

The learner will:

4. Be able to prepare children for sport and physical activity

The learner can:

4.1 Provide an inclusive and safe sport and physical activity environment for children

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

- 4.3 Provide sufficient and appropriate resources for the session
- 4.4 Follow the correct procedures for registering children's attendance
- 4.5 Check children's level of experience, ability and physical/medical condition
- 4.6 Confirm or revise plans in light of new information
- 4.7 Check that children are appropriately dressed for sport and physical activity
- 4.8 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down
- 4.9 Explain the agreed sport and physical activities, including physical and technical demands
- 4.10 Provide clear information to children about the ground rules for behaviour and the reasons for these
- 4.11 Advise children, parents and carers of the facility's emergency procedures.

The learner will:

5. Demonstrate delivery of activities embedding the national curriculum at key stage 1 and 2

The learner can:

- 5.1 Demonstrate the delivery of activities aligned to the national curriculum at key stage 1 and 2
- 5.2 Apply school requirements for extra-curricular activity in their development and delivery
- 5.3 Demonstrate the delivery of safe and engaging activities with limited facilities and equipment
- 5.4 Demonstrate an appreciation of a range of schools' culture, ethos and values
- 5.5 Apply normal operating procedures and emergency action plans
- 5.6 Demonstrate delivery which meets relevant national guidelines whilst meeting the needs of the child including:
 - Ofsted
 - National Governing Body.
- 5.7 Deliver activities based on relevant school policies and procedures
- 5.8 Demonstrate a range of activities which promote personal challenges

5.9 Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child

The learner will:

6. Be able to deliver sport and physical activity to children

The learner can:

6.1 Develop and maintain an atmosphere of fun and enjoyment

6.2 Prepare children for the session using safe and effective warm-ups

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

6.4 Communicate with children in a way that:

- Is appropriate to their needs
- Is fun
- Motivates them to take part
- Makes them feel valued.

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

6.6 Keep to the planned timings for the session

6.7 Use appropriate volume, pitch and voice projection according to the sport and physical activity

6.8 Adhere to appropriate procedures, and professional standards throughout the session

6.9 Work as part of a team to deliver inclusive, safe and engaging activities, where appropriate.

The learner will:

7. Be able to support children to take part in sport and physical activity

The learner can:

7.1 Present a positive image of self and organisation to children

7.2 Establish an effective working relationship with children

7.3 Use motivational styles appropriate to the children and the sport and physical activity format

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

7.5 Provide appropriate progressions and regressions

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

- Changing positions
- Asking questions
- Making adaptations/offering alternatives
- Using verbal communications
- Using visual communications

7.7 Build sport and physical activities gradually as appropriate for children

7.8 Manage children's and young people's behaviour throughout the session

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

7.10 Adapt the sport and physical activities to the changing needs of children during the session

The learner will:

8. Be able to bring a sport and physical activity session to an end

The learner can:

8.1 Allow sufficient time to end the session

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

8.3 Provide motivational feedback on the session to children

8.4 Provide children, adults, carers with the opportunity to:

- Think about the session
- Ask questions
- Provide feedback.

8.5 Offer advice/guidance regarding the importance of participation in regular physical activity

8.6 Provide signposting to children facing external challenges to their participation in sport and physical activity

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

8.8 Leave the environment in a condition acceptable for future use

The learner will:

9. Demonstrate positive relationships with relevant members of the school community

The learner can:

9.1 Demonstrate positive and constructive relationships with others in the school environment

9.2 Demonstrate appropriate and collaborative working with school staff to offer guidance on children's' progress

9.3 Demonstrate signposting for children and staff to local sport and physical activity opportunities

9.4 Show the importance of community links to the development of a child's health and ongoing participation in sport and physical activity

The learner will:

10. Demonstrate evaluation of activities embedding the national curriculum at key stage 1 and 2

The learner can:

10.1 Review the outcomes of working with children their feedback and feedback from teachers/ support workers /adults/carers

10.2 Identify:

- How well the sport and physical activities met the children's needs
- How effective and motivational the relationship with the children was
- How well the delivery style matched the children's needs.

10.3 Identify how to improve personal practice

Assessment specification	National Curriculum Report
	Progressive plan
	Session overview/session plans
	Observation of practical teaching
	Screening documents
	Final observation of practical teaching

Planning and delivering sport and physical activity in the school environment: Out of curriculum. Key Stage 3 and 4 (K/618/6209)

Unit aim

The aim of this unit is to develop the knowledge and skills a learner needs to be able to plan and deliver sport and physical activity sessions for apparently healthy children and young people in key stage 3 and 4 (11 – 18 years). The learner needs to communicate and demonstrate skills and techniques in a way that is appropriate to the young people's level of understanding.

Unit content

The learner will:

1. Understand the national curriculum at key stage 3 and 4

The learner can:

1.1 Describe the national curriculum at key stage 3 and 4

1.2 Explain the impact of the national curriculum at key stage 3 and 4 on the development and delivery of activities out of curriculum time

The learner will:

2. Be able to collect relevant information to plan safe and effective sport and physical activity for children and young people at key stage 3 and 4

The learner can:

2.1 Collect the information needed to plan sport and physical activity sessions for children and young people

2.2 Make sure the information is accurate and up to date

2.3 Make sure there is parental/carers informed consent for the sport and physical activity sessions

2.4 Maintain confidentiality of information

The learner will:

3. Demonstrate planning for activities embedding the national curriculum at key stage 3 and 4

The learner can:

- 3.1. Plan inclusive, safe and effective sport and physical activity for children and young people
- 3.2 Prepare a plan aligned to environment-specific factors which may be encountered in school environments
- 3.3 Demonstrate the development of activities aligned to the institution and category of provision
- 3.4 Plan activities based on relevant school policies and procedures
- 3.5 Identify objectives that are appropriate to:
 - The needs and potential of children and young people
 - Accepted good practice in the industry
 - The learner's own level of competence
 - The aims of the session.
- 3.6 Structure the session so that children and young people will be motivated to adhere to sport and physical activity
- 3.7 Plan realistic timings for sessions
- 3.8 Identify ground rules for behaviour that will minimise risks to children and young people
- 3.9 Record plans in an appropriate format
- 3.10 Identify other team members/assistants associated with planned lesson, where appropriate
- 3.11 Confirm all appropriate checks have been carried out for any team members or assistants, where appropriate

The learner will:

4. Be able to prepare children and young people for sport and physical activity

The learner can:

- 4.1 Provide an inclusive and safe sport and physical activity environment for children and young people
- 4.2 Help children and young people feel welcome and at ease in the exercise environment

- 4.3 Provide sufficient and appropriate resources for the session
- 4.4 Follow the correct procedures for registering children's attendance
- 4.5 Check children's and young people's level of experience, ability and physical/medical condition
- 4.6 Confirm or revise plans in light of new information
- 4.7 Check that children and young people are appropriately dressed for sport and physical activity
- 4.8 Explain the purpose and value of the sport and physical activities, including the warm-up and cool-down
- 4.9 Explain the agreed sport and physical activities, including physical and technical demands
- 4.10 Provide clear information to children about the ground rules for behaviour and the reasons for these
- 4.11 Advise children, young people, parents and carers of the facility's emergency procedures

The learner will:

5. Demonstrate delivery of activities embedding the national curriculum at key stage 3 and 4

The learner can:

- 5.1 Demonstrate the delivery of activities aligned to the national curriculum at key stage 3 and 4
- 5.2 Apply school requirements for extra-curricular activity in their development and delivery
- 5.3 Demonstrate the delivery of safe and engaging activities with limited facilities and equipment
- 5.4 Demonstrate an appreciation of a range of schools' culture, ethos and values
- 5.5 Apply normal operating procedures and emergency action plans
- 5.6 Demonstrate delivery which meets relevant national guidelines whilst meeting the needs of the child including:
 - Ofsted
 - National Governing Body.
- 5.7 Deliver activities based on relevant school policies and procedures
- 5.8 Demonstrate a range of activities which promote personal challenges

5.9 Demonstrate appropriate procedures and communication around inclusive selection policies including the development of the whole child

The learner will:

6. Be able to deliver sport and physical activity to children and young people

The learner can:

6.1 Develop and maintain an atmosphere of fun and enjoyment

6.2 Prepare children and young people for the session using safe and effective warm-ups

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

6.4 Communicate with children and young people in a way that:

- Is appropriate to their needs
- Is fun
- Motivates them to take part
- Makes them feel valued.

6.5 Monitor that children and young people take part in the session in a safe manner

6.6 Keep to the planned timings for the session

6.7 Use appropriate volume, pitch and voice projection according to the sport and physical activity

6.8 Adhere to appropriate procedures, and professional standards throughout the session

6.9 Work as part of a team to deliver inclusive, safe and engaging activities, where appropriate

The learner will:

7. Be able to support children and young people to take part in sport and physical activity

The learner can:

7.1 Present a positive image of self and organisation to children and young people

7.2 Establish an effective working relationship with children and young people

7.3 Use motivational styles appropriate to the children and young people and the sport and physical activity format

7.4 Give the children and young people attention and motivation as appropriate to their needs

7.5 Provide appropriate progressions and regressions

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

- Changing positions
- Asking questions
- Making adaptations/offering alternatives
- Using verbal communications
- Using visual communications.

7.7 Build sport and physical activities gradually as appropriate for children and young people

7.8 Manage children's and young people's behaviour throughout the session

7.9 Provide guidance and feedback which is timely, clear and helps children and young people achieve the objectives

7.10 Adapt the sport and physical activities to the changing needs of children and young people during the session

The learner will:

8. Be able to bring a sport and physical activity session to an end

The learner can:

8.1 Allow sufficient time to end the session

8.2 End the session using cool-down activities that are safe and effective for children and young people

8.3 Provide motivational feedback on the session to children and young people

8.4 Provide children, young people, adults, carers with the opportunity to:

- Think about the session
- Ask questions
- Provide feedback.

8.5 Offer advice/guidance regarding the importance of participation in regular physical activity

8.6 Provide signposting to children and young people facing external challenges to their participation in sport and physical activity

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

8.8 Leave the environment in a condition acceptable for future use

The learner will:

9. Demonstrate positive relationships with relevant members of the school community

The learner can:

9.1 Demonstrate positive and constructive relationships with others in the school environment

9.2 Demonstrate appropriate and collaborative working with school staff to offer guidance on children's' progress

9.3 Demonstrate signposting for children and staff to local sport and physical activity opportunities

9.4 Show the importance of community links to the development of a child's health and ongoing participation in sport and physical activity

The learner will:

10. Demonstrate evaluation of activities embedding the national curriculum at key stage 3 and 4

The learner can:

10.1 Review the outcomes of working with children and young people, their feedback and feedback from teachers/ support workers /adults/carers

10.2 Identify:

- How well the sport and physical activities met the children's and young people's needs
- How effective and motivational the relationship with the children and young people was
- How well the delivery style matched the children's and young people's needs.

10.3 Identify how to improve personal practice

Assessment specification	National Curriculum Report
	Progressive plan
	Session overview/session plans
	Observation of practical teaching
	Screening documents
	Final observation of practical teaching

Group H: Group Exercise

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 studio resistance training (M/618/6387)

Unit aim

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 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	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 bikes 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

6.4 Identify suitable adaptation including progressions and regressions where appropriate

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

6.6 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 exercise to music 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 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

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 co-ordination 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 adaptation 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
- 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 step exercise to music (K/618/6386)

Unit aim

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 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 worksheet (worksheet questions)
	Planning documents (written)
	Observation of practical teaching

Group I: Instructing Kettlebell Training

Plan and deliver kettlebell training (A/618/6490)

Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan and deliver safe and effective kettlebell training.

Unit content

The learner will:

1. Understand the history and origins of kettlebell training

The learner can:

- 1.1 Describe the origins of the kettlebell
- 1.2 Describe the history of kettlebell training
- 1.3 Describe the component parts of a kettlebell

The learner will:

2. Understand the benefits of kettlebell training

The learner can:

- 2.1 Identify the benefits of using kettlebells
- 2.2 Explain the role of kettlebells in functional training
- 2.3 Describe physiological adaptations to kettlebell training

The learner will:

3. Understand health and safety considerations for kettlebell training

The learner can:

- 3.1 Identify health and safety considerations when instructing kettlebell training sessions
- 3.2 Identify possible contraindications to kettlebell training

3.3 Describe potential risks associated with kettlebell training

The learner will:

4. Understand how to incorporate kettlebell training into resistance sessions

The learner can:

4.1 Identify different types of classes/training that kettlebell exercises/lifts can be integrated into

4.2 Explain the different resistance training systems that kettlebells can be used with

The learner will:

5. Be able to plan kettlebell training sessions

The learner can:

5.1 Identify aims and objectives for kettlebell training sessions

5.2 Select appropriate kettlebell lifts/exercises to include in the training session

5.3 Identify exercise order, timings and rest periods for kettlebell training sessions

5.4 Identify adaptations/changes to session due to equipment, facilities or the participants'

5.5 Record content of kettlebell training sessions

The learner will:

6. Be able to prepare for kettlebell training sessions

The learner can:

6.1 Prepare self for kettlebell training sessions

6.2 Select appropriate equipment for kettlebell training sessions

6.3 Prepare the environment and equipment to meet participants' needs

6.4 Prepare participant/s for kettlebell training sessions

The learner will:

7. Be able to instruct kettlebell training

The learner can:

7.1 Demonstrate technically correct kettlebell exercises and lifts

7.2 Provide clear and concise explanations for each kettlebell exercise and lift

7.3 Adopt appropriate positions to observe participants

7.4 Monitor safety, effectiveness and intensity of kettlebell training

7.5 Adapt exercises with suitable progression and regression according to participants' needs

The learner will:

8. Be able to communicate effectively

The learner can:

8.1 Demonstrate the use of verbal and non-verbal communication

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

8.3 Communicate as appropriate to participant needs and the environment

The learner will:

9. Be able to reflect on kettlebell training

The learner can:

9.1 Give feedback to participants on their performance

9.2 Gain feedback from participants on sessions

9.3 Evaluate session and own performance

9.4 Record areas for improvement

Assessment specification	Worksheet
	Session plan
	Observation
	Session evaluation

Group J: Instructing Suspended Movement Training

Plan and deliver suspended movement training (F/618/6491)

Unit aim

This unit aims to equip the learner with the skills required to plan and deliver suspended movement training sessions, making activities imaginative, progressive and effective.

Unit content

The learner will:

1. Understand the history and origins of suspended movement training

The learner can:

1.1 Describe the history and origins of suspended movement training

The learner will:

2. Understand the benefits of suspended movement training

The learner can:

2.1 Identify the benefits of suspended movement training including:

- Functional
- Physiological
- For the Fitness instructor.

2.2 Outline the strengths and weaknesses of suspended movement training when compared to other exercise modalities

The learner will:

3. Understand health and safety considerations for suspended movement training

The learner can:

3.1 Identify health and safety considerations when planning suspended movement training

3.2 Describe the importance of equipment set up for safety and technique in reducing risk to participants'

The learner will:

4. Be able to plan suspended movement training sessions

The learner can:

- 4.1 Identify aims and objectives for the suspended movement training session
- 4.2 Select appropriate suspended movement training exercises for the training session
- 4.3 Identify exercise order, timings and rest periods for suspended movement training exercises
- 4.4 Identify adaptations/changes to session due to equipment, facilities or the participant(s)
- 4.5 Record content of suspended movement training sessions in an appropriate format

The learner will:

5. Be able to prepare for suspended movement training sessions

The learner can:

- 5.1 Prepare self for suspended movement training session
- 5.2 Ensure participant(s) suitability for suspended movement training session
- 5.3 Follow manufacturer's guidelines to safely anchor and set up suspended movement training equipment ready for exercise
- 5.4 Conduct a pre-exercise weight test on suspended movement training equipment

The learner will:

6. Be able to instruct suspended movement training sessions

The learner can:

- 6.1 Demonstrate a technically correct range of suspended movement training exercises
- 6.2 Provide the main preparation points for each exercise
- 6.3 Provide clear and concise explanations for each suspended movement training exercise
- 6.4 Monitor safety, effectiveness and intensity of each suspended movement training exercise
- 6.5 Adapt exercises with suitable progression and regression according to participants' needs

The learner will:

7. Be able to communicate effectively whilst instructing suspended movement training sessions

The learner can:

7.1 Demonstrate the use of verbal and non-verbal communication

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

7.3 Communicate as appropriate to participant needs and the environment

The learner will:

8. Be able to reflect on suspended movement training sessions

The learner can:

8.1 Give feedback to participants' on their performance

8.2 Gain feedback from participants' regarding the session

8.3 Record areas for improvement

8.4 Evaluate session and own performance

Assessment specification	Worksheet
	Session plan
	Observation of practical teaching
	Session evaluation

Group K: Chair-Based Exercise

Plan and deliver chair-based exercise for frailer older adults (M/504/0951)

Unit aim

This unit develops the learner's knowledge and skills in the safe delivery of chair-based exercise for frailer older adults. Learners will be able to show how to plan, deliver and reflect upon safe and evidence-based chair-based exercise sessions for frailer older adults.

Unit content

The learner will:

1. Understand how to plan and prepare for chair-based exercise sessions for frailer older adults individually and in groups

The learner can:

1.1 Outline current national guidelines and/or recommendations for exercise and physical activity for frailer older adults

1.2 Describe the stages of exercise behaviour change

1.3 Explain the importance of session planning for individuals and groups

1.4 Explain how an individual's care plan will influence session planning

1.5 Explain how to use a person-centred approach in setting goals

1.6 Identify where to access further advice, guidance and support

1.7 Identify factors that need to be considered to ensure a safe and appropriate environment

The learner will:

2. Understand how to deliver chair-based exercise sessions for frailer older adults individually and in groups

The learner can:

2.1 Explain the principles of good teaching practice in relation to use of:

- voice

- visual and verbal cues
- teaching position
- teaching points
- correction techniques
- demonstration
- adaptation
- motivation and encouragement.

The learner will:

3. Be able to plan and prepare for chair-based exercise sessions for frailer older adults individually and in groups

The learner can:

- 3.1 Agree goals with individuals
- 3.2 Plan a session within scope of practice
- 3.3 Plan suitable adaptations
- 3.4 Record a timed session plan in an appropriate format

The learner will:

4. Be able to manage risk in relation to delivering chair-based exercise sessions to frailer older adults

The learner can:

- 4.1 Prepare the exercise environment
- 4.2 Set out appropriate equipment
- 4.3 Carry out equipment checks
- 4.4 Identify potential risks:
 - environment
 - equipment.
- 4.5 Use the appropriate procedures to manage risk before, during and after sessions

The learner will:

5. Know how to act in the event of adverse effects to a frailer older adult during chaired-based exercise

The learner can:

5.1 Identify potential adverse effects

5.2 Identify actions to be taken

The learner will:

6. Be able to deliver safe and inclusive chair-based exercise sessions to frailer older adults

The learner can:

6.1 Deliver a session following the session plan content and timings

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

6.3 Give explanations and demonstrations that are technically correct for each exercise

6.4 Provide effective teaching points that are timely, motivational and clear

6.5 Monitor individuals and correct technique, as appropriate

6.6 Progress, regress or adapt exercises with individuals, as appropriate

6.7 Communicate as appropriate to participants' needs

6.8 Manage group dynamics appropriately

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

6.10 Leave the equipment and environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing chair-based exercise sessions with frailer older adults individually and in groups

The learner can:

7.1 Give individuals the opportunity to reflect on the session and give feedback

7.2 Identify:

- how well the session met the individuals' needs

- the effectiveness of the relationship with the individuals
- how well the instructing style met the individuals' needs.

7.3 Identify how to improve personal practice

Assessment specification	Worksheet
	Planning, delivering and evaluating (including observation)

Plan and deliver chair-based exercise for disabled adults (K/504/0950)

Unit aim

This unit develops the learner's knowledge and skills in the safe delivery of chair-based exercise for adults with disabilities. Learners will be able to show how to plan, deliver and reflect on safe and evidence based chair-based exercise sessions for adults with disabilities.

Unit content

The learner will:

1. Understand how to plan and prepare for chair-based exercise sessions for disabled adults individually and in groups

The learner can:

1.1 Outline current national guidelines and/or recommendations for exercise and physical activity for disabled adults

1.2 Describe the stages of exercise behaviour change

1.3 Explain the importance of session planning for individuals and groups

1.4 Explain how an individual's care plan will influence session planning

1.5 Explain how to use a person-centred approach in setting goals

1.6 Identify where to access further advice, guidance and support

1.7 Identify factors that need to be considered to ensure a safe and appropriate environment

The learner will:

2. Understand how to deliver chair-based exercise sessions for disabled adults individually and in groups

The learner can:

2.1 Explain the principles of good teaching practice in relation to the use of:

- voice

- visual and verbal cues
- teaching position
- teaching points
- correction techniques
- demonstration
- adaptation
- motivation / encouragement.

The learner will:

3. Be able to plan and prepare for chair-based exercise sessions for disabled adults individually and in groups

The learner can:

- 3.1 Agree goals with individuals
- 3.2 Plan a session within scope of practice
- 3.3 Plan suitable adaptations
- 3.4 Record a timed session plan in an appropriate format

The learner will:

4. Be able to manage risk in relation to delivering chair-based exercise sessions to disabled adults

The learner can:

- 4.1 Prepare the exercise environment
- 4.2 Set out appropriate equipment
- 4.3 Carry out equipment checks
- 4.4 Identify potential risks:
 - environment
 - equipment.
- 4.5 Use the appropriate procedures to manage risk before, during and after sessions

The learner will:

5. Know how to act in the event of adverse effects to a disabled adult during chaired-based exercise

The learner can:

5.1 Identify potential adverse effects

5.2 Identify actions to be taken

The learner will:

6. Be able to deliver safe and inclusive chair-based exercise sessions to disabled adults

The learner can:

6.1 Deliver a session following the session plan content and timings

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

6.3 Give explanations and demonstrations that are technically correct for each exercise

6.4 Provide effective teaching points that are timely, motivational and clear

6.5 Monitor individuals and correct technique, as appropriate

6.6 Progress, regress or adapt exercises with individuals, as appropriate

6.7 Communicate as appropriate to participants' needs

6.8 Manage group dynamics appropriately

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

6.10 Leave the equipment and environment in a condition acceptable for future use

The learner will:

7. Be able to reflect on providing chair-based exercise sessions with disabled adults individually and in groups

The learner can:

7.1 Give individuals the opportunity to reflect on the session and give feedback

7.2 Identify:

- how well the session met the individuals' needs

- the effectiveness of the relationship with the individuals
- how well the instructing style met the individuals' needs.

7.3 Identify how to improve personal practice

Assessment specification	Worksheet
	Planning, delivering and evaluating (including observation)



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