

Level 3 Diploma in Personal Training (Practitioner), Outdoor Exercise and Sports Conditioning (603/3510/5)

YMCA Level 3 Diploma in Personal
Training (Practitioner) in Indoor and
Outdoor Environments (603/3505/1)

Qualification Specification



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Level 3 Diploma in Personal Training (Practitioner), Outdoor Exercise and Sports Conditioning

YMCA Level 3 Diploma in Personal Training (Practitioner) in Indoor and Outdoor Environments

Qualification Specification

Qualification number: 603/3510/5 and 603/3505/1

Operational start date: 3rd September 2022

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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, and most importantly of all we have helped over 400,000 people launch and advance their careers.

Qualification overview

This qualification is regulated by:

- Ofqual
- QW (Wales)
- CCEA Regulation (Northern Ireland)

Qualification aim

This qualification is suitable for learners who wish to pursue a career in the health and fitness industry as a self-employed or employed personal trainer with specialisms in outdoor fitness, sports conditioning and using portable equipment.

Overview of knowledge, skills and understanding

Learners will cover:

- Anatomy and physiology knowledge as applicable to personal training.
- Nutrition and its application to support a client's health and physical activity programme
- Health and wellbeing and factors that affect this.
- Effective communication during client consultations to promote and encourage healthy lifestyle behaviours and long-term change.
- Designing and planning effective Personal Training sessions for a range of clients in different environments.
- Executing effective physical activity sessions for a range of clients in different environments
- Professional practice and legal requirements for Personal Training.
- Business acumen for working in both an employed role and for self-employment.
- Self-evaluation and professional development.
- Planning and delivering a group exercise session in an outdoor environment
- Working with clients for sports conditioning

- Plan, prepare and instruct kettlebell exercise sessions, making the activities imaginative, progressive and effective
- Lead suspended movement training exercise sessions, making the activities imaginative, progressive and effective

Target group and age range

Learners should be aged 16 plus.

Qualification structure

YMCA Level 3 Diploma in Personal Training (Practitioner), Outdoor Exercise and Sports Conditioning (603/3510/5)

Learners must successfully complete the 8 mandatory units.

The Total Qualification Time (TQT) for this qualification is 427

The Guided Learning Hours (GLH) assigned are 275.

YMCA Level 3 Diploma in Personal Training (Practitioner) in Indoor and Outdoor Environments (603/3505/1)

Learners must successfully complete the 8 mandatory units and 2 units from either:

- Pathways 1: Kettlebell and Suspended Movement training
- Pathway 2: Group Exercise Instructing

The Total Qualification Time (TQT) for this qualification is 483 hours

The Guided Learning Hours (GLH) assigned are 307 hours.

Mandatory units

Unit number	Unit title	Level	Credit
A/616/4747	Applied Anatomy and Physiology	3	5
J/616/4749	Promoting wellness through client motivation and interaction	3	5
F/616/4751	Bespoke exercise programme design	4	8
J/616/4752	Customised exercise programme instruction and communication techniques	4	9
L/616/4753	Nutrition to support physical activity	3	5
Y/616/4755	Business acumen for a successful Personal Training Practice	3	5
K/503/0502	Exercise Programming for Sports Conditioning	3	3
K/502/8524	Planning and Delivering Group Exercise Sessions in the Outdoor Environment	3	3

Pathway 1: Kettlebell and Suspended Movement Training

Learners must complete both units.

Unit number	Unit title	Level	Credit
A/618/6490	Plan and deliver kettlebell training	2	3
F/618/6491	Plan and deliver suspended movement training	2	3

Pathway 2: Group Exercise Instructing

Learners must complete:

- Principles of planning and delivering group exercise (L/618/6381)
- One other unit.

Unit number	Unit title	Level	Credit
L/618/6381	Principles of planning and delivering group exercise	2	2
R/618/6382	Plan and deliver group circuit training	2	3
Y/618/6383	Plan and deliver group exercise to music - freestyle	2	4
D/618/6384	Plan and deliver group fitness walking	2	3
H/618/6385	Plan and deliver group indoor cycling	2	4
K/618/6386	Plan and deliver group step exercise to music	2	4
M/618/6387	Plan and deliver group studio resistance training	2	3
F/618/6393	Plan and deliver group water-based exercise	2	4

Total Qualification Time (TQT)

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

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

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

Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

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

Recommended Guided Learning Hours – our ongoing review

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

Entry requirements

The learner should hold Level 2 Certificate in Gym instructing or equivalent. The qualification is aimed at learners aged 16 and over.

Opportunities for progression

Learners may choose further same-level qualifications, for example:

- Level 3 Diploma in Exercise Referral
- YMCA Level 2 Award in Developing sustainable physical activity programmes within community settings
- Level 3 Diploma in Sports Massage Therapy
- YMCA Level 3 Diploma in Teaching Pilates (Practitioner)
- YMCA Level 3 Diploma in Teaching Yoga (Practitioner)
- Level 3 special populations-related qualifications
- Apprenticeship in Personal Training

Learners may also choose to progress to higher level qualifications, for example:

- Level 4 Award in Internal Quality Assurance
- Level 4 Award in Understanding Internal Quality Assurance
- Level 4 Certificate in Delivering Physical Activity for Individuals with Mental Health Conditions
- Level 4 Certificate in Leading the Internal Quality Assurance
- Level 4 Certificate in Programming Physical Activity for Individuals with Low Back Pain
- Level 4 Certificate in Sports Massage Therapy
- Level 4 Certificate in Weight Management for Individuals with Obesity, Diabetes Mellitus and/or Metabolic Syndrome
- Level 4 Sports and Conditioning qualifications

Mapping to standards

These qualifications are mapped directly to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for

- Personal Trainer
- Group Exercise Instructor (Pathway 2: Group Exercise Instructing only)

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 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 requirements

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

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

Tutors

Tutors must:

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

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

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

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

Assessors

Assessors must:

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

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

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

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

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

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

Internal Quality Assurers

Internal quality assurers must:

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

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

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

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

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

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

Registration

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

Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Wales and regulated by QW (Qualifications Wales)

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

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

Competency-based learning outcomes (ie., 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 (ie., 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 3 Extended Diploma in Personal Training (Practitioner) is assessed through internal and external assessment.

Internal assessment

Y Awards Ltd suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

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

A Learner Assessment Record (LAR) 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 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. Guidance will be given.

A typical portfolio of evidence could include:

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

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

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

External assessment

External assessment is assessment set by the Awarding Organisation and marked by the Awarding Organisation. This qualification has external assessment for some learning outcomes/assessment criteria against the following units: Unit 1 Applied Anatomy and Physiology (A/616/4747) and Unit 5 Nutrition to support physical activity (L/616/4753).

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

Mandatory units

Applied anatomy and physiology (A/616/4747)

Unit aim

This unit covers essential Anatomy and Physiology knowledge a Personal Trainer requires for application to exercise programming and design for a range of clients.

Unit content

The learner will:

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

The learner can:

- 1.1 Define 'Optimal Posture'.
- 1.2 Identify the causes of postural deviations.
- 1.3 Identify the structure and function of the stabilising ligaments and muscles of the spine.
- 1.4 Identify the structure and function of core and pelvic floor muscles.
- 1.5 Differentiate between local (deep) and global (superficial) muscles that support posture.
- 1.6 Explain 'local' core muscular changes that can occur due to poor postural awareness and stability.
- 1.7 Identify the potential medical conditions and spinal disorders that can occur as a result of postural deviations.
- 1.8 Describe the impact of core stabilisation exercise on posture and the potential for injury/aggravation of problems.
- 1.9 Clarify when stretching and strengthening protocols should be used to improve postural deviations.

The learner will:

2. Understand the structure and function of the musculoskeletal system

The learner can:

- 2.1 Identify the anatomical terms of location.
- 2.2 Recognise the anatomical planes of motion for joint actions and associated exercises.

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

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

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

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

The learner will:

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

The learner can:

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

3.2 Explain what is meant by the term 'Delayed Onset of Muscular Soreness' (DOMS).

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

- osteoporosis
- osteoarthritis

The learner will:

4. Understand the structure and function of the cardio-respiratory system

The learner can:

4.1 Describe coronary circulation.

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

4.3 Identify blood pressure classifications and associated risks.

4.4 Explain the following terms:

- cardiac cycle
- stroke volume
- cardiac output

4.5 Identify the short- and long-term effects of exercise on the cardio-respiratory system.

The learner will:

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

The learner can:

5.1 Describe the specific roles and functions of:

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

5.2 Describe the process of muscle contraction, to include,

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

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

- muscle spindles
- Golgi Tendon Organs

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

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

The learner will:

6. Know the structure and function of the Endocrine system

The learner can:

6.1 Describe the structure of the endocrine system.

6.2 Identify major glands in the endocrine system.

6.3 Identify the function of key hormones in the body secreted by endocrine glands.

6.4 Describe hormonal responses to training and overtraining.

The learner will:

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

The learner can:

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

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

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

Assessment specification

- Multiple choice question paper
- Workbook

Promoting wellness through client motivation and interaction (J/616/4749)

Unit aim

This unit aims to provide the fitness professional with sufficient knowledge and understanding of commonly occurring medically controlled diseases and health conditions, to enable them to effectively provide appropriate information advice and support to their clients through effective interaction.

Unit content

The learner will:

1. Understand components of a healthy lifestyle and factors that affect health and wellbeing

The learner can:

- 1.1 Define health.
- 1.2 Identify lifestyle factors that affect health and wellbeing.
- 1.3 Summarise the implications of short- and long-term exercise on health and wellbeing.

The learner will:

2. Understand psychological factors that can influence change to an individual's lifestyle

The learner can:

- 2.1 Describe psychological factors that could affect willingness to change to a healthy lifestyle.
- 2.2 Identify strategies that can positively affect a client's willingness to change to a healthy lifestyle.

The learner will:

3. Understand a range of health conditions and medically controlled diseases

The learner can:

- 3.1 Identify a range of medically controlled conditions that have an effect on lifestyle and wellbeing.
- 3.2 Identify the symptoms of specific medically controlled conditions.

- 3.3 Differentiate between causes of specific medically controlled conditions.
- 3.4 Identify the risks and benefits of exercise for those with specific medically controlled conditions.
- 3.5 Identify the exercise guidelines for those with specific medically controlled conditions.
- 3.6 Describe professional boundaries when working with clients with specific medically controlled diseases.

The learner will:

4. Know evidence based pre-exercise health screening methods

The learner can:

- 4.1 Demonstrate methods of pre-exercise health screening.
- 4.2 Identify why it is important to gain informed consent prior to consultation with a client.
- 4.3 Identify the principles of recognised client risk stratification tools.
- 4.4 Describe the factors that would indicate when a client is at low, medium, or high risk of an adverse effect during or after exercise, including absolute contraindications.
- 4.5 Identify when it would be appropriate to refer a client to exercise or other medical professionals.
- 4.6 Demonstrate professionalism and communication skills when offering advice or referring clients.
- 4.7 Identify the legislative requirements when working with, or referring, clients.

The learner will:

5. Understand a range of theories/approaches that can motivate positive behaviour change

The learner can:

- 5.1 Describe motivational theories/approaches that can assist clients in making positive changes to their lifestyle.
- 5.2 Identify a client's readiness to change.
- 5.3 Demonstrate appropriate communication techniques for gaining client information.
- 5.4 Identify appropriate strategies for intervention at each stage of change when required.

The learner will:

6. Understand how to professionally interact with clients and relevant professionals

The learner can:

6.1 Identify when it is important to adapt communication style to assist in motivating a client to improve health and wellbeing.

6.2 Explain the importance of a professional relationship with the client.

6.3 Demonstrate different communication styles and techniques that can be used with a client to:

- introduce yourself
- build rapport

6.4 Demonstrate use of communication techniques to motivate the client towards improving health and well-being during a consultation; to include:

- active listening
- affirmations/language
- summaries
- reflective statements
- adaptation of style to suit the client.

The learner will:

7. Know how to seek evidence-based/reputable health and wellbeing advice

The learner can:

7.1 Identify sources of reputable health and wellbeing advice and information for clients.

7.2 Summarise the evidence-based health benefits of physical activity.

7.3 Present evidence-based health benefits of physical activity to promote health and wellbeing.

Assessment specification

- Workbook
- Personal training showcase portfolio (written, observation)
- Knowledge questions

Bespoke exercise programme design (F/616/4751)

Unit aim

This unit aims to develop knowledge and skills required of a Personal Trainer in order to be able to design a health and fitness programme suitable to a client's specific goals and level of fitness.

Unit content

The learner will:

1. Understand how to screen clients prior to a personal training programme

The learner can:

- 1.1 Describe environmental and other factors to consider prior to conducting a one-to-one consultation with a client.
- 1.2 Summarise the purpose and benefits of using a lifestyle questionnaire, PAR-Q and a health commitment statement.
- 1.3 Analyse information collected from the client in order to identify client needs and goals.

The learner will:

2. Understand how to select and implement client assessments

The learner can:

- 2.1 Identify the client information that should be collected when designing a personal training programme.
- 2.2 Explain what to consider when selecting the most appropriate methods of collecting information according to client's needs.
- 2.3 Explain the factors that may influence validity, reliability and objectivity of assessment.
- 2.4 Explain the legal and ethical implications of collecting client information, including confidentiality.

The learner will:

3. Understand methods of static and dynamic fitness assessment

The learner can:

- 3.1 Identify the main static and dynamic fitness assessments/measurements that can inform programme design and are suitable for their clients.
- 3.2 Explain the importance of protocols for fitness assessments/measurements.
- 3.3 Analyse information gained from static and dynamic assessments to inform programme design.

The learner will:

4. Understand methods of postural assessment

The learner can:

- 4.1 Explain how an analysis of posture could inform programme design.
- 4.2 Demonstrate knowledge of optimum posture with reference to anatomical terms of location.
- 4.3 Identify postural deviations, with reference to anatomical terms of location, to include:
 - hyper-kyphosis
 - hyper-lordosis
 - upper-cross
 - flat back
 - sway back
- 4.4 Identify methods of analysing both static and dynamic posture.
- 4.5 Identify appropriate methods of correcting postural deviations that are limiting the client ability.

The learner will:

5. Understand how to monitor and review client progress

The learner can:

- 5.1 Explain the importance of accurate record keeping regarding client information and programmes.
- 5.2 Explain the importance of regular assessments to monitor client progress.
- 5.3 Identify when a Personal Trainer might revise an exercise programme in consultation with a client.

The learner will:

6. Understand how to set and adapt meaningful SMART goals linked to client's individual needs, wants and motivators

The learner can:

- 6.1 Explain how to identify clients' short-, medium- and long-term goals.
- 6.2 Identify when personal trainers should involve others, apart from their clients, in goal setting.
- 6.3 Demonstrate how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme.
- 6.4 Identify circumstances in which it may be appropriate to adapt client goals.

The learner will:

7. Understand how to plan a safe personal training programme with clients

The learner can:

- 7.1 Identify credible sources of guidelines on programme design and safe exercise.
- 7.2 Identify how to progress or regress an exercise by manipulating variables that affect biomechanics.
- 7.3 Demonstrate how to apply the key principles of training and periodisation to design exercise programmes to achieve a client's short-, medium- and long-term goals.
- 7.4 Identify a range of safe and effective exercises/physical activities to meet individual client needs in developing components of fitness.
- 7.5 Identify resistance training guidelines for clients, to include (as appropriate);
 - muscular strength
 - muscular endurance
 - muscular hypertrophy
 - muscular power training
- 7.6 Identify cardiovascular training guidelines for a clients' specific training goals.
- 7.7 Demonstrate methods of monitoring exercise intensity during a session with a client.
- 7.8 Explain how to minimise risk of injury and overtraining in order to enable adaptation to occur for clients with varying levels of experience.

The learner will:

8. Understand the use of alternative environments and activities in programme design

The learner can:

8.1 Identify how to include physical activities as part of the client's lifestyle to complement exercise sessions.

8.2 Identify alternative training environments.

8.3 Demonstrate training systems that can be utilised when programming for sessions run in environments not designed specifically for exercise.

8.4 Demonstrate safety considerations when working with clients in alternative. Environments.

The learner will:

9. Be able to deliver small group personal training sessions

The learner can:

9.1 Demonstrate the different teaching styles which can be applied to small group training.

9.2 Identify safety considerations when working with groups.

9.3 Deliver safe and effective sessions utilising appropriate training methods for a group.

The learner will:

10. Be able to collect and analyse health screening and fitness assessment information to inform programme design and delivery

The learner can:

10.1 Establish a rapport with the client from the outset.

10.2 Explain own role and responsibilities to clients.

10.3 Collect the information needed to plan a programme using appropriate methods relevant to the client.

10.4 Assess the client's readiness to change using appropriate methods.

10.5 Show sensitivity and empathy to clients and the information they provide.

10.6 Record the information using appropriate formats in a way that will aid analysis.

10.7 Refer the client to an appropriate professional when required.

Assessment specification

- Workbook
- Personal training showcase (observation, written)
- Knowledge questions
- Learner log – on course (observation)

Customised exercise programme instruction and communication techniques (J/616/4752)

Unit aim

This unit aims to provide the Personal Trainer with the knowledge and skills required to deliver an exercise programme specific to clients' goals.

By emphasising the importance of effective communication and interpersonal skills, it also aims to provide the personal trainer with the additional "soft skills" which are essential when seeking to develop a successful professional Personal Training practice.

Unit content

The learner will:

1. Understand fitness training techniques that are suitable for a personal training session

The learner can:

1.1 Identify suitable fitness training techniques for components of fitness that can be used within a client programme to achieve their individual goals.

1.2 Distinguish which of the training techniques might be suitable for:

- an inexperienced individual/beginner
- an experienced individual/athlete

The learner will:

2. Understand how to observe and monitor clients during sessions

The learner can:

2.1 Demonstrate different methods of monitoring clients' progress during exercise; to include:

- use of heart rate monitors
- mobile apps
- pedometers
- general discussion/feedback

- observation
- talk test
- rate of perceived exertion

2.2 Demonstrate how to use teaching skills to assist in monitoring clients during sessions as appropriate.

2.3 Demonstrate when it may be necessary to adapt planned exercises to meet clients' needs.

2.4 Identify environmental concerns to be aware of to ensure client safety and effectiveness of exercise.

The learner will:

3. Understand the legal and ethical responsibilities of a personal trainer when working with clients

The learner can:

3.1 Describe legislation relating to the role of a Personal Trainer regarding:

- equality and diversity
- safeguarding
- health and safety at work

3.2 Explain the legal requirements of a Personal Trainer with regard to the recording, storing and disposal of client information.

3.3 Explain the purpose of Personal Liability Insurance.

3.4 Explain the importance of working within the scope of practice as a Personal Trainer.

The learner will:

4. Understand the principles of best practice for a personal trainer

The learner can:

4.1 Describe how to portray a professional image as a Personal Trainer.

4.2 Explain how to access accurate information and support when working as a personal trainer.

4.3 Describe the codes of practice expected of a Personal Trainer as laid out by regulatory bodies.

4.4 Identify other professionals with whom a personal trainer may need to share clients' information upon referral.

4.5 Explain the importance of continuous professional development.

The learner will:

5. Be able to plan and prepare personal training sessions

The learner can:

5.1 Plan a range of exercises/physical activities for a session to help clients achieve their objectives and goals, covering:

- cardiovascular exercise
- resistance exercise
- functional exercise
- core stability
- flexibility/mobility

5.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities.

The learner will:

6. Be able to prepare clients for personal training sessions

The learner can:

6.1 Help clients feel at ease in the exercise environment through use of appropriate communication skills.

6.2 Explain the planned objectives and exercises/physical activities to clients and how they support clients' goals.

6.3 Explain the physical and technical demands of the planned exercises/physical activities to clients.

6.4 Demonstrate how planned exercise/physical activity can be progressed or regressed to meet their goals.

6.5 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities.

6.6 Negotiate and agree with clients any changes to the planned exercises/physical activities that:

- meet their goals and preferences
- enable them to maintain progress

6.7 Identify reasons for changing planned activities based on client feedback, to include:

- injury
- stress
- illness

6.8 Record changes to clients plans.

The learner will:

7. Be able to safely instruct and support clients during the session

The learner can:

7.1 Use motivational styles that:

- are appropriate to the clients
- are consistent with accepted good practice

7.2 Provide warm-ups appropriate to the clients, planned exercise and the environment.

7.3 Make best use of the environment in which clients are exercising, to include:

- time keeping
- appropriateness:
 - for the client
 - for other gym users
 - for the specific training approach

7.4 Provide instructions, explanations and demonstrations that are technically correct, safe, and effective.

7.5 Utilise a range of training systems for each component that are suitable for the client.

7.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required.

7.7 Use different methods of monitoring client during exercise.

The learner will:

8. Be able to monitor clients and adapt programmes accordingly

The learner can:

8.1 Ensure clients can carry out the exercises safely on their own.

8.2 Analyse clients' performance, providing positive reinforcement throughout.

8.3 Correct techniques at appropriate points.

8.4 Modify exercises according to clients' performance and feedback.

The learner will:

9. Be able to bring exercise sessions to an end

The learner can:

9.1 Allow sufficient time for the closing phase of the session.

9.2 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition.

9.3 Provide clients with feedback and positive reinforcement.

9.4 Explain to clients how their progress links to their goals.

9.5 Provide clients with action plans to assist in their progress between sessions.

9.6 Leave the environment in a condition suitable for future use.

The learner will:

10. Be able to reflect on providing personal training sessions

The learner can:

10.1 Review the outcomes of working with clients including their feedback.

10.2 Identify:

- how well the sessions met clients' goals
- how effective and motivational the relationship with the client was
- how well the instructing styles matched client's needs

10.3 Identify how to improve personal practice.

The learner will:

11. Be able to reflect on own professional practice as a Personal Trainer

The learner can:

11.1 Review client feedback regarding personal performance and effectiveness.

11.2 Identify:

- how effective physical activities were
- how effective and motivational the relationship with the client was

11.3 Review:

- how well the communication style and instruction methods adopted matched clients' needs
- how well professional codes of ethics were adopted
- how well the clients' health, safety and welfare were managed
- the effectiveness of interacting and working with other members of staff
- The effectiveness of the workout against the client's goals.

11.4 Summarise ways in which future practice can be improved.

The learner will:

12. Be able to develop own professional practice as a Personal Trainer

The learner can:

12.1 Produce a personal development plan that will help to improve professional practice.

12.2 Research methods of professional development that will assist in the achievement of personal goals.

Assessment specification

- Workbook
- Personal Training showcase (observation, written)
- Learner log – on course (observation)
- Knowledge questions

Nutrition to support physical activity (L/616/4753)

Unit aim

This unit aims to develop knowledge and understanding of key nutritional principles and healthy eating to support client goals. It also provides the learner with skills to analyse client nutritional intake in order to offer advice within scope of practice and integrate into fitness programme design.

Unit content

The learner will:

1. Understand the principles of nutrition

The learner can:

1.1 Summarise the structure and function of the digestive system.

1.2 Explain the meaning of key nutritional terms including:

- diet
- healthy eating
- nutrition
- balanced diet

1.3 Explain the following terms and their functions:

- macro nutrients
- micro nutrients

1.4 Identify food sources for each of the key nutrients.

1.5 Identify the calorific value of nutrients.

1.6 Explain the common terminology used in nutrition including:

- UK dietary reference values (DRV)
- recommended daily allowance (RDA)
- recommended daily intake (RDI)
- glycaemic index.

1.7 Interpret food labelling information.

1.8 Explain the significance of healthy food preparation.

1.9 Explain professional role boundaries with regard to offering nutritional advice to clients.

The learner will:

2. Understand the influence of nutrition on health

The learner can:

2.1 Explain the relationship between nutrition, physical activity, body composition and health including:

- links to disease / disease risk factors
- cholesterol
- types of fat in the diet.

2.2 Identify health and performance implications of diets that encourage severe energy restriction.

2.3 Identify clients at risk of nutritional deficiencies.

2.4 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients.

2.5 Explain how nutritional intake can influence the actions of certain metabolic hormones.

2.6 Explain how cultural and religious dietary practices can influence nutritional advice.

2.7 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation.

2.8 Explain how to recognise the signs and symptoms of disordered eating.

2.9 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a registered dietician.

The learner will:

3. Understand key nutritional guidelines and evidence-based recommendations and how they can be applied to individual clients

The learner can:

3.1 Identify the range of professionals and professional bodies involved in the area of nutrition.

3.2 Explain how key healthy eating advice that underpins a healthy diet can be applied to clients whose goal is:

- weight loss and health
- fat loss

- hypertrophy
- sports performance

3.3 Identify the nutritional principles and key features of the national food model/guide.

3.4 Define portion sizes in the context of the National food model/guide.

3.5 Identify reliable sources of nutritional information.

The learner will:

4. Understand the relationship between nutrition and physical activity

The learner can:

4.1 Recognise the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production.

4.2 Explain the components of energy expenditure and the energy balance equation.

4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR).

4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors.

4.5 Identify nutritional requirements for different goals, to include:

- fat loss
- weight loss
- hypertrophy
- sports performance

4.6 Recognise the nutritional requirements and hydration needs of clients engaged in physical activity.

The learner will:

5. Understand how to collect information relating to nutrition

The learner can:

5.1 Identify why it is important to obtain clients' informed consent before collecting nutritional information.

5.2 Identify the information that needs to be collected to offer nutritional advice to clients.

5.3 Apply different methods of and analysing nutritional intake and body composition suitable for use with clients.

The learner will:

6. Understand how to use nutritional information

The learner can:

6.1 Recognise how to interpret collected information so that clients' needs, and nutritional goals can be identified with reference to current government healthy eating guidelines and evidence-based recommendations.

6.2 Identify how to interpret information gained from methods used to assess body composition and health risk in relation to weight.

6.3 Demonstrate how to sensitively divulge collected information and 'results' to clients.

6.4 Describe the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a registered dietician.

The learner will:

7. Be able to identify and analyse nutritional information to identify clients dietary habits

The learner can:

7.1 Use a variety of tools to collect and record information about clients and their nutritional goals in an approved format.

7.2 Use a variety of tools to analyse collected information, including nutritional needs and preferences in relation to the client's current status and nutritional goals.

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

The learner will:

8. Be able to apply the principles of nutrition to a physical activity programme

The learner can:

8.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients.

8.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines.

8.3 Ensure that the nutritional goals support and integrate with other programme components.

8.4 Agree review points with the client.

8.5 Review the client's understanding of how to follow the nutritional advice as part of their physical activity programme.

8.6 Monitor, evaluate and review the client's progress towards their nutritional goals at appropriate times.

Assessment specification

- Multiple choice question paper
- Workbook
- Personal Training showcase (written)
- Knowledge questions

Business acumen for Personal Trainers (Y/616/4755)

Unit aim

This unit aims to provide the knowledge and understanding a Personal Trainer requires to establish a business in either an employed or self-employed position.

Additionally, by focusing upon ways of both attracting and retaining clients it also provides them with a firm foundation for successful growth.

Unit content

The learner will:

1. Understand marketing strategies and techniques in planning and promotion

The learner can:

- 1.1. Describe how a health and fitness business may use marketing as a tool for business development.
- 1.2 Explain the importance of developing a marketing plan for a health and fitness business.
- 1.3 Identify the different components of the marketing mix to create a plan.
- 1.4 Assess the types and sources of market research and their value in developing the business idea and creating a marketing plan.
- 1.5 Use different research methods to identify the needs and expectations of different types of potential customers.
- 1.6 Identify tools and techniques to analyse and interpret data from market research.
- 1.7 Explain the reasons for identifying the market that buys into your business purpose.

The learner will:

2. Understand how to sell Personal Training services to clients

The learner can:

2.1 Summarise the stages of the sales cycle, to include:

- prospecting
- setting appointments
- qualifying
- presenting
- handling objections
- closing
- asking for referrals (when appropriate)

2.2 Describe the importance of portraying your beliefs as to why you want to be a personal trainer when selling services to potential customers.

2.3 Identify the importance of understanding the needs and expectations of personal training services for different demographics.

2.4 Explain why it is important to correctly identify client's needs and expectations in relation to the services offered.

2.5 Explain the importance of giving clients the opportunity to ask questions and discuss the services and their benefits.

2.6 Explain why it is important to agree terms with the client and how to do so.

2.7 Identify the relevant documents that need to be completed and why these are important.

The learner will:

3. Understand how to communicate the benefits of the Personal Training service

The learner can:

3.1 Explain the advantages and disadvantages of different promotional activities/ways of communicating, to include:

- use of social media
- press release
- flyer/poster
- digital marketing
- competitions

- cold calling
- referrals

3.2 Explain how to choose appropriate promotional activities to both attract and retain clients.

3.3 Create a brand image in the marketplace that clearly identifies the business.

The learner will:

4. Know the components and the purpose of a business plan relevant to a personal training business

The learner can:

4.1 Describe the purpose of a business plan.

4.2 Identify the audience for the business plan.

4.3 Describe the key elements of the business plan, to include:

- executive summary
- mission statement
- management team and personnel
- the business opportunity
- business objectives
- marketing and sales strategy
- financial forecasts

4.4 Identify and record specific business objectives for a proposal that are specific, measurable, achievable/agreed realistic and time framed (SMART).

4.5 Describe various activities that can support achievement of business objectives and business growth.

4.6 Identify the uses of performance measurement tools and techniques used to monitor achievement of business objectives.

The learner will:

5. Understand how to legally set up a business as a Personal Trainer

The learner can:

5.1 State the legal responsibilities of having `self-employed` status.

5.2 Identify legal and regulatory requirements of businesses within the health and fitness industry.

5.3 Describe the different ways of operating as self-employed including the advantages and disadvantages of each.

5.4 Explain the elements of a valid business contract and the matters contained within.

The learner will:

6. Understand financial requirements when setting up and running a health and fitness business

The learner can:

6.1. Explain the HMRC business accounting requirements when registered as self-employed, to include:

- bookkeeping
- registering with the HMRC
- HMRC taxation returns

6.2 Explain the following financial terminology relating to business accounting:

- gross income
- taxable income
- net income
- break even
- income tax
- PAYE including current rates of Personal Allowances and Tax Rates
- Value Added Tax (VAT) including calculations and thresholds
- National Insurance Contributions
- HMRC allowable expenses and capital allowances.

6.3 Identify start-up costs that may impact the business proposal.

6.4 Assess sources and types of finance and investment required to fund the start-up of a health and fitness business.

6.5 Explain the need for and importance of cash flow forecasting to ensure business survival and how to produce a cash flow forecast.

6.6 Explain the benefits of carrying out a cost-benefit analysis and how to do so.

The learner will:

7. Be able to plan, market and sell health and fitness services

The learner can:

7.1 Gather, analyse and interpret market research to identify a viable health and fitness product or service using relevant methods, tools and techniques.

7.2 Identify competitors and analyse their strengths and weaknesses in comparison to own (using SWOT analysis).

7.3 Identify the types of client who might be interested in the services and the benefits promoted.

7.4 Develop a marketing plan for the proposed business using the SMART model.

7.5 Create an effective marketing campaign to promote the business and its products/services.

Assessment specification

- Personal training showcase (written)
- Workbook
- Knowledge questions

Exercise Programming for Sports Conditioning (K/503/0502)

Unit aim

This unit serves to equip the learner with the skills required to provide fitness programmes that can help clients to achieve their performance goals across a range of sports and/or sporting events.

Unit content

The learner will:

1. Understand how to collect information relevant to a client's chosen sport or sporting event

The learner can:

1.1 Explain why it is important to collect accurate information about clients.

1.2 Explain how to decide what information to collect.

1.3 Outline the legal and ethical implications of collecting information about clients.

1.4 Explain the importance of safeguarding the confidentiality of collected information and describe how to do so.

1.5 Explain how to ensure clients informed consent is obtained before collecting information.

The learner will:

2. Be able to collect information relevant to a client's chosen sport or sporting event

The learner can:

2.1 Collect information relevant to the client, including:

- **Specific role in the team sport or sporting event.**
- **Past history in the sport or sporting event.**

2.2 Collect information relating to the client's chosen sport or sporting event.

2.3 Collect information from a variety of sources:

- **Client**
- **Sporting bodies**
- **Publications.**

The learner will:

3. Understand how to analyse and break down sporting activities from the perspective of fitness and conditioning

The learner can:

3.1 Explain how to analyse the requirements of different sports on different areas of the body.

3.2 Explain how to break down the client's chosen sport from the perspective of fitness and conditioning to meet the client's needs.

The learner will:

4. Be able to analyse and break down sporting activities from the perspective of fitness and conditioning

The learner can:

4.1 Analyse the requirements of the client's chosen sport or sporting event on different areas of the body.

4.2 Break down the client's chosen sport from the perspective of fitness and conditioning to meet the client's needs.

The learner will:

5. Understand how to plan relevant conditioning activities for participants in sport and sporting events

The learner can:

5.1 Identify relevant conditioning activities for participants in sport.

5.2 Identify relevant conditioning activities for participants in sporting events.

5.3 Describe health and fitness goals to compliment sporting activities.

The learner will:

6. Plan relevant conditioning activities for participants in sport and sporting events

The learner can:

6.1 Develop an exercise plan which includes sports specific, fitness and conditioning activities relevant to the client's sport or sporting event.

6.2 Select relevant conditioning activities for participants in sport.

6.3 Select relevant conditioning activities for participants in sporting events.

6.4 Develop an exercise plan relevant to the client's short, medium, and long-term sporting goals covering:

- Energy systems
- Power
- Speed
- Agility
- Flexibility
- Endurance

6.5 Identify health and fitness goals in the exercise plan to complement sporting activities.

6.6 Explain progression and adaptations to the selected activities.

Assessment specification

- Periodised programme
- Professional discussion/knowledge questions

Planning and Delivering Group Exercise Sessions in the Outdoor Environment (K/502/8524)

Unit aim

To equip the learner with the skills needed to lead outdoor exercise sessions, making the activities imaginative, progressive and effective.

Unit content

The learner will:

1 Understand the considerations involved in working with groups in outdoor environments

The learner can:

1.1 Analyse the health and safety aspects of a proposed exercise environment.

1.2 State the legal requirements for working outdoors.

1.3 Recognise the implications of the Register of Exercise Professionals Code of Practice when working in outdoor environments.

The learner will:

2 Understand how to plan a range of exercises relevant to groups of participants outdoors, using body weight, environment, and small equipment

The learner can:

2.1 Demonstrate a range of body weight exercises used to target the following areas of fitness:

- Cardiovascular
- Muscular strength and endurance
- Flexibility
- Motor skills

2.2 Demonstrate how the exercises in 2.1 can be progressed/adapted using environmental features.

2.3 Demonstrate a range of exercises suitable for groups in outdoor environments using small portable equipment.

The learner will:

3 Be able to plan appropriate exercise sessions, taking into account the opportunities and limitations presented by the environment

The learner can:

3.1 Evaluate the participants' goals for training in an outdoor environment.

3.2 Develop a balanced exercise session to reflect the participants' goals, and the opportunities and limitations provided by the specific outdoor environment.

3.3 Progress or modify the programme according to the participants' needs.

3.4 Demonstrate use of group/team/partner work in order to enhance the exercise experience for the participants.

The learner will:

4 Be able to instruct safe and effective group exercise sessions in outdoor environments

The learner can:

4.1 Explain the importance of a warm up that is appropriate to the session and the environment in which it is taking place.

4.2 Analyse the client(s)' performance, and give appropriate advice, correction and praise on technique.

4.3 Manage group exercise in a way that allows for supervision of Health and Safety aspects (in 1.1).

4.4 Manage group exercise in a way that allows for supervision of client performance (as in 4.2).

4.5 Adapt teaching skills in order to overcome the potential challenges of the outdoor environment.

4.6 Explain the importance of a cool down that is appropriate to the session and the environment in which it is taking place.

4.7 Evaluate the session, using feedback from the participants, and make recommendations for future sessions.

Assessment specification

- Planning
- Observation
- Professional discussion/Knowledge questions

Pathway 1 units: Kettlebell and Suspended Movement 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

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

Pathway 2: Group Exercise Instructing units

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

Unit aim

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

Unit content

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

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

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

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

The learner will:

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

The learner can:

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

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

The learner will:

4. Understand how to use music to enhance group exercise

The learner can:

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

4.2 Identify the legalities of using music in group exercise.

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

The learner will:

5. Understand how to introduce group exercise sessions to participants

The learner can:

- 5.1. Know the importance of performing a verbal health check prior to starting a session.
- 5.2. Know the importance of advising participants of the facility's emergency procedures.

The learner will:

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

The learner can:

- 6.1 Identify characteristics of a group exercise instructor.
- 6.2 Identify a variety of methods to motivate and encourage participants to perform physical activity.

Assessment specification

- Knowledge questions

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

Unit aim:

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

Unit content

The learner will:

1. Understand how to plan group circuit training sessions

The learner can:

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

The learner will:

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

The learner can:

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

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

The learner will:

3. Understand specific principles in providing group circuit training sessions

The learner can:

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

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

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

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

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

The learner will:

4. Be able to plan a group circuit training session

The learner can:

4.1 Identify session objectives.

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

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

4.4 Identify suitable adaptation including progressions and regressions where appropriate.

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

4.6 Record programme plans in an appropriate format.

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

6.2 Prepare participants for the group circuit training session.

6.3 Perform a verbal health check prior to starting the session.

6.4 Confirm or revise plans with participants as appropriate.

The learner will:

7. Be able to deliver a group circuit training session

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

9.2 Identify:

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

9.3 Identify how to improve personal practice.

9.4 Explain the value of reflective practice.

Assessment specification

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

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

Unit aim:

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

Unit content

The learner will:

1. Understand how to plan group exercise to music sessions

The learner can:

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

The learner will:

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

The learner can:

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

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

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

2.4 Describe effective methods of combining movements.

The learner will:

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

The learner can:

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

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

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

- provide feedback
- identify further needs.

8.4 Leave the environment in a condition acceptable for future use.

The learner will:

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

The learner can:

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

9.2 Identify:

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

9.3 Identify how to improve personal practice.

9.4 Explain the value of reflective practice.

Assessment specification

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

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

Unit aim:

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

Unit content

The learner will:

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

The learner can:

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

The learner will:

2. Understand how to plan a group fitness walking session

The learner can:

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

The learner will:

3. Be able to plan a group fitness walking session

The learner can:

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

3.6 Record programme plans in an appropriate format.

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

5.2 Prepare participants for the group fitness walking session.

5.3 Perform a verbal health check prior to starting the session.

5.4 Confirm or revise plans with participants as appropriate.

The learner will:

6. Be able to lead a group fitness walking session

The learner can:

6.1 Deliver a safe and effective group fitness walking session.

6.2 Establish and maintain appropriate exercise intensity for each component.

6.3 Monitor and improve the performance of individuals.

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

6.5 Manage a fitness walking group effectively in the outdoor environment.

6.6 Speak clearly and audibly for the outdoor environment.

6.7 Manage time effectively within the session.

6.8 Check participants' understanding at regular intervals.

6.9. Communicate as appropriate to participants' needs.

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

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

The learner will:

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

The learner can:

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

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

7.3 Give the participants the opportunity to:

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

7.4 Leave the environment in a condition acceptable for future use.

The learner will:

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

The learner can:

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

8.2 Identify:

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

8.3 Identify how to improve personal practice.

8.4 Explain the value of reflective practice.

Assessment specification

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

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

Unit aim:

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

Unit content

The learner will:

1. Know the benefits of group indoor cycling

The learner can:

- 1.1 Outline the benefits of group indoor cycling.
- 1.2 Identify the muscles that are trained during indoor cycling.

The learner will:

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

The learner can:

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

- components
- checks required
- adjustments.

2.2 State the importance of safety checks, including:

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

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

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

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

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

The learner will:

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

The learner can:

- 3.1 Describe a variety of hand positions used during a group indoor cycling session.
- 3.2 Describe a range of riding techniques.
- 3.3 Identify methods of varying intensity in an indoor cycling session.
- 3.4 State the importance of maintaining the correct cadence throughout the session.
- 3.5 Explain what is meant by training profile within an outdoor training session.
- 3.6 Describe the purpose of different types of training profile.

The learner will:

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

The learner can:

- 4.1 Explain the importance of observing participants' technique during a group indoor cycling session.
- 4.2 Explain how to correct participants' technique during a group indoor cycling session.
- 4.3 Describe ways to monitor intensity during a group indoor cycling session.
- 4.4 Explain the value of incorporating visualisation techniques during a group indoor cycling session.
- 4.5 Describe how to motivate and encourage participants to perform to their best ability during a group indoor cycling session.

The learner will:

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

The learner can:

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

The learner will:

6. Be able to plan a group indoor cycling session

The learner can:

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

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

6.2 Identify session objectives.

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

6.4 Identify appropriate music tempos for each component of the class.

6.5 Identify suitable adaptation including progressions and regressions where appropriate.

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

6.7 Record programme plans in an appropriate format.

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

8.2 Prepare participants for the group indoor cycling session including:

- the purpose/aims
- health and safety advice.

8.3 Perform a verbal health check prior to starting the session.

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

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

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

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

- hand positions
- riding techniques
- cadence.

8.7 Confirm or revise plans with participants as appropriate.

The learner will:

9. Be able to deliver a group indoor cycling session

The learner can:

9.1 Deliver a safe and effective group indoor cycling session.

9.2 Demonstrate safe and effective exercise techniques for different abilities.

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

9.4 Use different profiles to simulate an outdoor 'journey'.

9.5 Adapt the following in accordance with participants' needs:

- riding techniques
- cadence
- profiles.

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

9.7 Manage time effectively within the session.

9.8 Check participants' understanding at regular intervals.

9.9 Communicate as appropriate to participants' needs.

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

9.11 Present a positive image of self and organisation to participants.

The learner will:

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

The learner can:

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

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

10.3 Give the participants the opportunity to:

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

10.4 Leave the environment in a condition acceptable for future use.

The learner will:

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

The learner can:

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

11.2 Identify:

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

11.3 Identify how to improve personal practice.

11.4 Explain the value of reflective practice.

Assessment specification

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

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

Unit aims:

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

Unit content

The learner will:

1. Understand the history of group step exercise to music

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

- 3.1 Describe the principles for developing choreography for group step exercise to music sessions.
- 3.2 Identify how to break down music for group step exercise to music sessions.

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

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

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

5.1 Identify session objectives.

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

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

5.4 Identify appropriate music tempos for each component of the class.

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

5.6 Identify suitable adaptation including progressions and regressions where appropriate.

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

5.8 Record programme plans in an appropriate format.

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

- 7.1 Engage participants from the outset using effective communication to help participants feel welcome and at ease.
- 7.2 Prepare participants for the group step exercise to music session.
- 7.3 Perform a verbal health check prior to starting the session.
- 7.4 Confirm or revise plans with participants as appropriate.

The learner will:

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

The learner can:

- 8.1 Deliver a safe and effective group step exercise to music session.
- 8.2 Demonstrate safe and effective exercise techniques for different abilities.
- 8.3 Establish and maintain appropriate exercise intensity for each component.
- 8.4 Develop participant coordination by building step exercise to music patterns logically.
- 8.5 Demonstrate effective methods of combining step patterns.
- 8.6 Monitor and improve the performance of participants.
- 8.7. Use appropriate methods to correct and reinforce technique for safety and effectiveness.
- 8.8. Demonstrate effective cueing.
- 8.9 Use the volume, pitch, and voice projection relative to the music with or without a microphone.
- 8.10 Manage time effectively within the session.
- 8.11 Check participants' understanding at regular intervals.
- 8.12 Communicate as appropriate to participants' needs.
- 8.13 Use motivational styles appropriate to the participants and the exercise format.
- 8.14 Vary the pace and speed of step patterns to ensure safety and effectiveness appropriate to the phase of the component/session.
- 8.15 Step to the beat of the music.
- 8.16 Use effective choreography appropriate to each component of the step exercise to music session and the group.

The learner will:

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

The learner can:

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

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

9.3 Give the participants the opportunity to:

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

9.4 Leave the environment in a condition acceptable for future use.

The learner will:

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

The learner can:

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

10.2 Identify:

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

10.3 Identify how to improve personal practice.

10.4 Explain the value of reflective practice.

Assessment specification

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

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

Unit aims:

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

Unit content:

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

3. Understand specific principles in providing studio resistance training sessions

The learner can:

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

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

5.1 Identify session objectives.

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

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

5.4 Identify suitable adaptations including progressions and regressions where appropriate.

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

5.6 Record programme plans in an appropriate format.

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

7.2 Prepare participants for the group studio resistance training session.

7.3 Perform a verbal health check prior to starting the session.

7.4 Confirm or revise plans with participants as appropriate.

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

10.2 Identify:

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

10.3 Identify how to improve personal practice.

10.4 Explain the value of reflective practice.

Assessment specification

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

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

Unit aim:

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

Unit content:

The learner will:

1. Understand the benefits of group water-based exercise

The learner can:

1.1 Explain the benefits of group water-based exercise.

The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

3.1 Describe how positioning in different depths of water affects:

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

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

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

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

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

The learner will:

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

The learner can:

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

The learner will:

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

The learner can:

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

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

5.3 Understand how to develop choreography.

The learner will:

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

The learner can:

6.1 Identify session objectives.

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

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

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

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

6.6 Identify suitable adaptation including progressions and regressions where appropriate.

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

6.8 Record programme plans in an appropriate.

YMCA Level 3 Diploma in Personal Training (Practitioner), Outdoor Exercise and Sports Conditioning (603/3510/5)

YMCA Level 3 Diploma in Personal Training (Practitioner) in Indoor and Outdoor Environments (603/3505/1)

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The learner will:

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

The learner can:

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

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

The learner will:

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

The learner can:

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

8.2 Prepare participants for the group water-based exercise session.

8.3 Perform a verbal health check prior to starting the session.

8.4 Confirm or revise plans with participants as appropriate.

The learner will:

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

The learner can:

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

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

9.3 Establish and maintain appropriate exercise intensity for each component.

9.4 Monitor and improve the performance of individuals.

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

9.6 Demonstrate effective cueing (where appropriate).

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

9.8. Manage time effectively within the session.

9.9 Check participants understanding at regular intervals.

9.10 Communicate as appropriate to participants' needs.

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

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

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

9.14 Utilise the beat of the music if choreographed to music.

The learner will:

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

The learner can:

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

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

10.3 Give the participants the opportunity to:

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

10.4 Leave the environment in a condition acceptable for future use.

The learner will:

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

The learner can:

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

11.2 Identify:

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

11.3 Identify how to improve personal practice.

11.4 Explain the value of reflective practice.

Assessment specification

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

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