

YMCA Level 3 Award in Delivering Physical Activity in Different Environments: Outdoors (610/4041/1)

Operational start date: 01/08/2024

Qualification Specification



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Contents

Introduction	1
Aim	1
Progression opportunities	2
Stakeholder engagement	3
Entry requirements, prerequisites, and availability	4
Grading and structure	5
Using this document	6
Assessment overview	7
Qualification content	11
Plan, deliver and evaluate outdoor training (J/650/4862)	12
Appendix 1: Information sources	29
Guidance for training providers	30

Introduction

YMCA Awards is part of Central YMCA – the world’s first YMCA – a national charity that has been helping people make positive changes in their lives since 1844.

We are experts in education, health, and wellbeing with over 20 years of experience developing UK regulated and globally recognised qualifications.

We work closely with industry experts, employers, and training providers to make sure that our products and services deliver life-changing opportunities. With over half a million qualifications awarded, 300,000 people have advanced their careers with YMCA Awards.

Aim

The aim of this qualification is to provide the learner with the skills, knowledge, and competence they need to plan, deliver, and evaluate exercise sessions in the outdoor environment.

Progression opportunities

This qualification is a technical specialism. This means learners will have completed an occupational entry qualification and are developing their knowledge and skills to work with specific equipment or perform additional roles within the workplace.

Learners taking this qualification may also be interested in further training at other levels to specialise and increase scope of practice. For example:

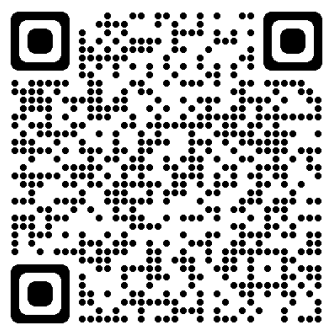
- **Occupational qualifications** (to deliver other types of exercise):
 - YMCA Level 2 Certificate in Exercise and Fitness: Group Exercise Instructor (610/2791/1).
 - YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4).
 - YMCA Level 3 Diploma in Exercise and Fitness: Gym Instructor and Personal Trainer (610/2789/3).
- **Population specialisms** (to work with a broader range of clients):
 - YMCA Level 3 Award in Supporting Participation in Physical Activity: Perinatal (610/0829/1).
 - YMCA Level 3 Award in Supporting Participation in Physical Activity: Disability and Impairments (610/1559/1).
 - YMCA Level 3 Award in Supporting Participation in Physical Activity: Older Adults (610/1668/8).
 - YMCA Level 3 Certificate in Supporting Participation in Physical Activity: Long-Term Health Conditions (610/4227/4).
- **Environment specialisms** (to work in more settings):
 - YMCA Level 2 Award in Developing Sustainable Physical Activity Programmes Within Community Settings (603/7343/X).
- **Technical specialisms** (to work with specific equipment or perform additional roles within the workplace):
 - YMCA Level 2 Award in Instructing Kettlebell Training (603/7186/9).
 - YMCA Level 2 Award in Instructing Suspended Movement Training. (603/7187/0).
 - YMCA Level 2 Award in Mental Health Awareness and Understanding Approaches to Support Individuals (603/7146/8).
 - YMCA Level 2 Award in Safeguarding Adults and Adults at Risk (610/0822/9).
 - YMCA Level 3 Award in Emergency First Aid at Work (603/1902/1).
 - YMCA Level 3 Award in First Aid at Work (603/1903/3).

Stakeholder engagement

This qualification is partially mapped to the following CIMSPA professional standards.

Qualification	CIMSPA Professional standard
YMCA Level 3 Award in Delivering Physical Activity in Different Environments: Outdoors (610/4041/1)	Professional standard: Personal Trainer Professional standard: Group Exercise Instructor

Follow the link or QR code below to learn about YMCA Awards staff approvals on our website.



ymcaawards.co.uk/approvals/staff-approval

Entry requirements, prerequisites, and availability

This qualification has been designed for learners who are aged 16 years and older.

Before starting this qualification, learners must hold one of the following qualifications or equivalent:

- YMCA Level 2 Certificate in Exercise and Fitness: Group Exercise Instructor (610/2791/1)
- YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)
- YMCA Level 3 Diploma in Personal Training (Practitioner) (603/2438/7)

Learners can take this qualification in:

Location	Regulated by
England	Ofqual
Wales	Qualifications Wales
Other UK regions and outside of the UK	Ofqual

Grading and structure

This qualification is graded as either Pass or Refer.

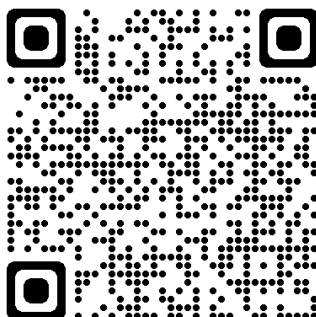
To achieve a Pass, learners must obtain one mandatory unit:

UN	Unit title	Level
J/650/4862	Plan, deliver and evaluate outdoor training	3

Guided learning hours (GLH): 23

Total qualification time (TQT): 56

Find out more about GLH and TQT on our website:



ymcaawards.co.uk/qualifications/glh-and-tqt

Using this document

The following pages provide the unit content for this qualification. Each unit includes learning outcomes, assessment criteria and relevant content for delivery. These are set out below.

Learning outcome ('The learner will')	
Assessment criteria (‘The learner can’) What a learner is expected to know, understand or be able to do following their learning.	Relevant content (Additional delivery guidance) Suggestions on depth and breadth of content to cover.

At the end of each unit, the assessment specification outlines how we expect to measure or confirm the learner has met the standard set in the learning outcomes and assessment criteria.

Assessment overview

The table below outlines our recommendations for assessing this qualification:

Unit number	Unit title	Assessment element
J/650/4862	Plan, deliver and evaluate outdoor training	1.1 Plan an outdoor training session and professional discussion.
		1.2 Deliver and evaluate an outdoor training session.

The table below provides details of the assessment tasks.

Assessment task	Details	Unit(s) assessed
1.1 Plan an outdoor training session and professional discussion	<p>There are two parts to this assessment:</p> <ul style="list-style-type: none"> planning professional discussion. <p>1. Planning</p> <p>Learners are required to plan an outdoor training session for a mixed ability group. Learners must complete the following:</p> <ul style="list-style-type: none"> A session overview, including copies of PAR-Q+ and informed consent for two participants. A risk assessment. Session plan, a suitable: 	Plan deliver and evaluate outdoor training (J/650/4862)

Assessment task	Details	Unit(s) assessed
	<ul style="list-style-type: none"> ○ Warm-up for the outdoor environment including: <ul style="list-style-type: none"> ▪ mobility (joint actions) ▪ pulse raising activities/exercises ▪ range of motion stretching ▪ use of the environment features (where appropriate). ○ Main workout for the outdoor environment, including: <ul style="list-style-type: none"> ▪ cardiovascular and muscular fitness activities ▪ an appropriate intensity curve ▪ use of the environment features (where appropriate). ○ Cooldown and flexibility component including: <ul style="list-style-type: none"> ▪ pulse-lowering activity (as appropriate) ▪ post workout stretches, including a minimum of one developmental stretch. • List all relevant teaching points, exercise modifications, alternatives, and progressions within session plans. <p>All exercises selected are the learners' choice and should provide a balanced whole-body training approach, covering all components of fitness.</p> <p>The plan will be centre assessed by an assessor using the checklists provided by YMCA Awards.</p>	

Assessment task	Details	Unit(s) assessed
	<p>2. Professional discussion</p> <p>Following sign off of the outdoor training session planning records, the assessor will contact the learner to arrange a professional discussion of 10 minutes (+/- 10%). This will consist of one broad open-ended question and up to three additional open-ended questions covering topics listed within the underpinning knowledge and understanding requirement, outlined below.</p> <p>The professional discussion will take place within two weeks of the outdoor training session plan being signed off.</p> <p>Learners may refer to your outdoor training session planning records during the professional discussion. No other notes are permitted.</p> <p>Underpinning knowledge and understanding</p> <p>During the professional discussion, the assessor will take the opportunity to establish the learner's underpinning knowledge of the following subjects:</p> <ul style="list-style-type: none"> • Different types and formats of session that can be delivered in different outdoor environments. • How environmental features can be used to adapt and progress exercises. • How training variables can be modified to accommodate different objectives. • How partner or team activities can be used to enhance the outdoor training experience. • Essential considerations when planning and delivering outdoor training sessions. 	

Assessment task	Details	Unit(s) assessed
1.2 Deliver and evaluate an outdoor exercise session	<p>The learner will need to demonstrate the skills required of an outdoor training instructor when working with a group of clients, using the session plan submitted in assessment task 1.1.</p> <p>The session must incorporate relevant exercises and equipment that are appropriate for the clients/participants and should provide a balanced training approach, covering all components of fitness.</p> <p>The session must be delivered live and in real time and observed by a qualified assessor.</p> <p>The session must be delivered in a real outdoor exercise environment with a minimum of six participants (ideally with at least two real participants).</p> <p>This assessment can be delivered as one complete session, or each component assessed in stages.</p> <p>On completion of session delivery, the assessor will ask the learner to complete the self-evaluation form. The learner will be given 30 minutes to complete this task.</p> <p>The session delivery and evaluation will be centre assessed by an assessor using the checklists provided by YMCA Awards.</p>	Plan deliver and evaluate outdoor training (J/650/4862)

Qualification content

Plan, deliver and evaluate outdoor training (J/650/4862)

Unit aim

To develop the knowledge and skills required to safely and effectively plan, deliver, and review outdoor training (within scope of practice).

This may include:

- group training sessions, e.g. circuit training
- one-to-one training sessions.

Content

1. Understand principles for planning and delivering outdoor training sessions	
1.1 Describe different types and formats of session that can be delivered in different outdoor environments	<ul style="list-style-type: none">• Different environments:<ul style="list-style-type: none">○ parks○ forests/woodland○ beaches○ urban areas.• Types of session:<ul style="list-style-type: none">○ group or circuit-based sessions○ one-to-one training○ walking and running.• Components of fitness that can be trained:<ul style="list-style-type: none">○ cardiovascular fitness○ muscular fitness○ flexibility○ functional ability○ motor skills.
1.2 Explain a range of bodyweight exercises that can be used in outdoor training	<ul style="list-style-type: none">• Exercises and alternatives for all components of fitness:<ul style="list-style-type: none">○ Cardiovascular – walking, stepping, jump jacks, squatting, lunging, running etc.○ Muscular strength and endurance – press-ups, abdominal curls, back extensions etc. All major muscles.

1. Understand principles for planning and delivering outdoor training sessions	
	<ul style="list-style-type: none"> ○ Flexibility – static and range of motions stretches for all muscles. ○ Motor skills – balance, coordination, power, speed drills etc.
1.3 Identify a range of equipment that can be used in outdoor training	<ul style="list-style-type: none"> • Medicine balls. • Dyna-Bands. • Small hand weights. • BOSU ® ball. • Suspension equipment. • Gloves and pads. • Skipping rope. • Benches. • Steps. • Relevant safety and induction considerations when using different equipment. • Consideration to the appropriateness of equipment to individual needs. • Lifting and handling.
1.4 Explain how environmental features can be used to adapt and progress exercises	<ul style="list-style-type: none"> • Trees, e.g. shuttle walks or press-ups or to support balance when stretching. • Trim trails, e.g. monkey bars or swings. • Outdoor gyms, e.g. fixed equipment. • Gradients and hills, e.g. to increase intensity. • Benches and steps, e.g. for tricep dips, steps ups etc. <p>With consideration to:</p> <ul style="list-style-type: none"> • Legally protected flora and fauna: <ul style="list-style-type: none"> ○ Conservation of Habitats and Species Regulations (2017) (European protected animal species and their breeding sites or resting places are protected. It is an offence for anyone to deliberately capture, injure, or kill any such animal or to deliberately take or destroy their eggs. It is an offence to damage or destroy a breeding or resting place of such an animal). ○ Wildlife and Countryside Act (1981) (it is an offence to deliberately pick, collect, cut, uproot, or destroy a wild plant of a protected species. It is also an offence for any purpose to possess, sell or exchange such a plant).

1. Understand principles for planning and delivering outdoor training sessions

	<ul style="list-style-type: none"> • Objects of significance: <ul style="list-style-type: none"> ○ The importance of not moving or damaging these objects. ○ Four primary criteria applied when assessing significance: <ul style="list-style-type: none"> – Historical (objects that have a proven association with a known individual, some event or period in history). – Aesthetic (objects may be considered significant for their beauty, patina of age, craftsmanship, style, design, technical accomplishment). – Scientific (research) (refers to items of current scientific value or research potential such as archives, natural history or archaeological collections). – Social value/meaning (objects held in community esteem for their cultural or social associations). • Environmental degradation: <ul style="list-style-type: none"> ○ Excessive erosion of riverbanks. ○ Exposure of tree roots and other hazards. ○ Wear and tear to footpaths.
<p>1.5 Describe how training variables can be modified to accommodate different objectives</p>	<ul style="list-style-type: none"> • Different participant demographics. • Participant objectives: <ul style="list-style-type: none"> ○ improve fitness ○ improve motivation ○ improve skills and techniques ○ improve health ○ fun and enjoyment. • The effects of different training approaches – linking to anatomical and physiological systems. • Variables and their effects on the above objectives: <ul style="list-style-type: none"> ○ frequency, intensity, time, type/specificity, volume, progression (FITT-VP). ○ total session time ○ timing of each component, e.g. warm-up, main workout, cooldown ○ work and rest ratio ○ active recovery/rest ○ transition time between exercises

1. Understand principles for planning and delivering outdoor training sessions	
	<ul style="list-style-type: none"> ○ number of exercises ○ type of exercises ○ exercise order ○ speed of movement ○ range of movement ○ intensity ○ variety ○ progressions/regressions/adaptations/alternatives ○ muscle balance/targeting specific areas/objectives ○ inclusion of cardiovascular and resistance stations ○ social element/teaming-up/buddying.
<p>1.6 Describe how partner or team activities can be used to enhance the outdoor training experience</p>	<ul style="list-style-type: none"> ● Use of trainer as partner for one-to-one sessions (if within scope). ● Consideration to pairing for partner work, e.g. same height, fitness etc. ● Matching fitness and strength levels. ● Different session approaches. ● Creating an enjoyable environment. ● With consideration to minimise competition which may impact motivation, self-esteem. ● Can increase social element and build motivation and support, fun. ● Example activities: <ul style="list-style-type: none"> ○ follow the leader ○ catch the leader ○ team relays ○ sparring ○ assist balance or support stretching etc.
<p>1.7 Describe essential considerations when planning and delivering outdoor training sessions</p>	<ul style="list-style-type: none"> ● Insurance: <ul style="list-style-type: none"> ○ personal/public liability. ● Permission/license to use outdoor space: <ul style="list-style-type: none"> ○ process to follow ○ who to ask ○ understanding the responsibility for damage.

1. Understand principles for planning and delivering outdoor training sessions

- Use of music:
 - permission
 - volume restrictions
 - time of day music is permitted/acceptable
 - appropriateness/type of music.
- Health and safety and risk assessment:
 - environmental conditions, e.g. weather and temperature
 - knowledge of the environment
 - emergency locations
 - meeting points
 - toilets
 - shelter
 - other users, including animals
 - equipment use and management.
- Outdoor hazards and risks – depending on environment:
 - broken glass
 - needles
 - animal faeces
 - animals, e.g. dogs, cows, goats
 - raised tree roots
 - loose branches
 - other natural resources:
 - sharp rocks etc.
- Weather:
 - sun burn
 - sun stroke
 - dehydration
 - hyper/hypothermia
 - frost bite.
- Diseases
 - water-borne diseases
 - Lyme disease from ticks.

1. Understand principles for planning and delivering outdoor training sessions

- Infections from:
 - wounds
 - insect bites
 - snake bites.
- Overexertion:
 - Outdoor exercise can put additional strain on heart and lungs.
 - Pollution.
 - Daily pollution from car exhaust, construction dust, factory fumes and bits of ozone can not only hurt your lung capacity, but it can also lead to asthma and an increased risk for lung cancer.
 - Early in the morning and later in the day are when pollution levels are at their lowest.
- Plan a session appropriate to participant(s) goals and objectives:
 - Consider how to monitor participant(s) performance and exercise intensity.
 - Relevant teaching and instructional skills and their application.
 - Group management for group sessions.
- Safeguarding area:
 - Safe entry and exit:
 - Instructors to establish and make known safe entry and exit procedures:
 - Buddy system:
 - Participant(s) should be encouraged to pair up.
 - Assistant/secondary leaders:
 - To share the health and safety responsibilities.
 - Command and control.
 - Safe landings:
 - Sand, mud, water in case of falls.
 - Poor light conditions:
 - Reflective clothing should be worn.
 - Reflective stickers should be placed on obstacles.
 - Clearly mark out area with tape, cones, etc.

1. Understand principles for planning and delivering outdoor training sessions

- Use landmarks:
 - Mark out area and established meeting points, e.g. trees, lamp posts, benches.
- Contingency planning:
 - Weather:
 - It could freeze, meaning certain exercises/structure usage/ features could be too dangerous.
 - Number of participants:
 - A greater or a fewer number of participants could turn up.
 - Teaching skills may also need to be adapted, e.g. louder instructions to be heard by a larger group.
- Other users of environment:
 - Other users may cause disruption to the session, or the session may cause disruption to the other users.
 - The instructor should plan how any potential disruption will be dealt with and minimised.
- Resources:
 - Types:
 - Individuals will have mixed fitness and ability levels.
 - Sufficiency:
 - In the event that there a larger number of participants than for that which was originally planned.

2. Be able to plan outdoor training sessions

2.1 Plan a safe and effective outdoor training session

- Outline the session objectives, SMART targets and review plans.
- Targeted level, e.g. beginner.
- Fitness components included:
 - Cardiovascular exercise.
 - Bodyweight exercise.
 - Small equipment
 - Functional exercise
 - Flexibility and range of motion exercise (static stretching and mobilisation of joints).

- Session structure:
 - Warm-up (mobility, pulse-raising and muscle lengthening).
 - Main section (components of fitness, appropriate exercises included, required equipment, layout, intensities, alternatives etc.).
 - Cooldown (using appropriate stretches including maintenance and developmental).
- Additional risk assessment.
- Environment:
 - How surfaces may be adversely affected by changes in weather/usage.
- Number of instructors:
 - Group safety.
 - Number of participants vs number of instructors.
 - Factors which may restrict or limit line of sight.
 - To share responsibility for health and safety.
 - Better control risks.
 - Improve monitoring and control.
- Designated instructors to ensure safe entry and exit.
- Weather:
 - How temperature may impact on performance or health.
 - How ice or rain may cause slips.
 - Need to consider alternate exercises/equipment, use of features/structures.
- Time of day:
 - Safety of participants in poor light conditions and in remote areas.
 - Consider the buddy system and additional instructors.
 - Ensure safeguards are visible in poor light conditions.
- Participant(s):
 - Check health conditions.
 - Analyse individual abilities.
 - Gain the contact details from every participant.
- Valuables:
 - Establish if there is a secure area to lock away valuables.

	<ul style="list-style-type: none"> • Changing rooms and toilets: <ul style="list-style-type: none"> ○ Establish if there is safe, secure and private access to changing facilities/toilets. ○ Consider mixed sex of participants. • Infections/diseases/hygiene: <ul style="list-style-type: none"> ○ Depending on state of the environment and planned use of natural features. • Availability of drinking water: <ul style="list-style-type: none"> ○ Establish if there are any drinking fountains/facilities within area. ○ Advise participants to bring their own bottle of water. ○ Instructor to take spare drinking water with them. • Nearby roads and traffic: <ul style="list-style-type: none"> ○ Consider the safety of participants. ○ Consider any obstructions in relation to cars/motor bikes/cyclists. • Other users: <ul style="list-style-type: none"> ○ Number of users. ○ Time of day environment is used most. ○ Types of users (children, adults, elderly, dog walkers). ○ Likelihood of disruption to/from other users. • Clothing: <ul style="list-style-type: none"> ○ Time of day, e.g. reflective clothing to be worn at times of poor light. ○ Weather, e.g. hats for sun and cold and waterproofs for rainy and wet conditions. • Emergency procedures.
2.2 Provide suitable adaptations including progressions and regressions of exercises, where appropriate	<ul style="list-style-type: none"> • With consideration to environment, type of session and participants needs. • Frequency, intensity, time and type • Alternative exercises • Alternative equipment • Modifications to repetitions, resistance, rate, range of motion.
2.3 Record programme plans in an appropriate format	<ul style="list-style-type: none"> • Records to be: <ul style="list-style-type: none"> ○ clear and structured ○ using an appropriate format.

	<ul style="list-style-type: none"> • To maintain a record of content: <ul style="list-style-type: none"> ○ for monitoring purposes, e.g. progression ○ in the event of litigation. • Storage to align with GDPR and data protection guidelines.
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3. Be able to prepare to instruct outdoor training sessions	
3.1 Prepare self, the environment and equipment as appropriate to the session	<ul style="list-style-type: none"> • Self: <ul style="list-style-type: none"> ○ Professional demeanour, e.g. uniform and personal attributes, positive first impressions. ○ An ambassador for sector, leading by example and displaying positive health behaviours. • Environment and equipment: <ul style="list-style-type: none"> ○ Written and dynamic risk assessment record, to outline: <ul style="list-style-type: none"> – Potential hazards. – Who may be harmed. – Likelihood and severity of risk. – Control measures. – If risks cannot be controlled personally, then speak to the responsible individual within the facility. – Appropriate layout of equipment for group exercise sessions. • Emergency action planning: <ul style="list-style-type: none"> ○ Medical: <ul style="list-style-type: none"> – heart attack etc. ○ Accident: <ul style="list-style-type: none"> – fall – trip etc. ○ Missing person: <ul style="list-style-type: none"> – Participant lost their way due to poor light conditions. – Participant did not follow given safeguarding procedures. ○ Fire: <ul style="list-style-type: none"> – Forest fire – Caused by a cigarette etc. ○ Environmental:

- Fallen tree
- Ice, etc.
- Minimising disruption from other users:
 - Clearly mark out the exercise area to reduce trespassers.
- Have paper copies of license/permission to use environment to show to anyone who asks.
- Check the area for any tampering just before the session commences.
- Minimising disruption to other users:
 - When planning, avoid heavily populated areas used regularly by others.
- Time:
 - Plan timings when other users are least likely to be in the area and at a time which does not cause disruption to the surrounding neighbourhood.
- Noise:
 - Keep noise to a minimum. Use suitable voice and music volume levels (if used) and ensure appropriate voice volume levels of participants.
- Other safeguards:
 - Reflective clothing increases visibility to other participants, other users, cars and cyclists.
 - Buddy system:
 - Pairing/grouping participants encourages participants to stay close together to be able to keep an eye on each other, minimising the chances of getting lost or having an accident.
 - The buddy will be able to seek help on the other participant's behalf in the event of an emergency.
 - Additional instructors.
 - Command and control:
 - Ensure that participants are not too far apart.
- Established meeting points:
 - The instructor should always establish and make the meeting points clear to participants if anyone should get lost or need help.

3.2 Verbally screen participant(s) and use information to provide guidance	<ul style="list-style-type: none"> • Welcome participant(s). • Check readiness to participate. • Check for any changes since completion of a written PAR-Q+. • Reasons for deferral or referral. • Outline aims and objectives of session. • Opportunities for questions. • Health and safety advice, e.g. drinking water, maintaining body temperature or use of layered clothing or use of sun protection as appropriate to the environment etc. • Raise awareness to any natural obstacles, such as uneven terrains and shelters, toilet facilities (as required).
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4. Be able to deliver outdoor training sessions	
4.1 Engage participant(s) from the outset using effective communication to help participants feel welcome and at ease	<ul style="list-style-type: none"> • With consideration to the environment as well as gaining and maintaining participant(s) attention. • Effective communication skills. • Effective group management for group sessions. • Polite and professional. • Demonstrating active listening skills. • Giving clear and concise explanations for exercises.
4.2 Deliver a safe and effective warm up for an outdoor training session	<ul style="list-style-type: none"> • With consideration to the environment and temperature. • Warm-up – overall body approach including mobility, warming and appropriate muscle lengthening and range of motion exercise to achieve objectives. • Establish and maintain appropriate exercise intensity. • Manage time effectively. • Consideration to: <ul style="list-style-type: none"> ○ Participant fitness levels and appropriate modifications and teaching skills. ○ Intensity of workout. ○ Temperature/environmental conditions.
4.3 Deliver a safe and effective main workout for an outdoor training session	<ul style="list-style-type: none"> • With consideration to the environment and temperature. • Main section – overall body approach including all muscle groups and aim for muscle balance to achieve objectives.

	<ul style="list-style-type: none"> • Use of appropriate exercises to achieve goals and improve components of fitness: <ul style="list-style-type: none"> ○ Cardiovascular and muscular exercises. ○ Bodyweight exercise. ○ Small equipment, e.g. use of mats for core/abdominal exercise. ○ Functional exercise, e.g. movement patterns/muscle actions/components of fitness required for activities of daily living. • Make use of suitable equipment and environment (as appropriate to the session format and type). • Establish and maintain appropriate exercise intensity. • Manage time effectively. • Consideration to: <ul style="list-style-type: none"> ○ Participant fitness levels and appropriate modifications and teaching skills. ○ Intensity of workout. ○ Temperature/environmental conditions.
<p>4.4 Deliver a safe and effective cooldown and ending for an outdoor training session</p>	<ul style="list-style-type: none"> • With consideration to the environment and temperature, which may demand 'keeping warm' while cooling down. • Appropriate exercise selection for environment. • Cooldown – lowering intensity, maintenance and developmental stretches to achieve objectives. • Flexibility and range of motion exercise (static stretching and mobilisation of joints). • Consideration to: <ul style="list-style-type: none"> ○ Participant fitness levels and appropriate modifications and teaching skills. ○ Intensity of workout. ○ Temperature/environmental conditions. • Provide participant(s) with feedback to end session: <ul style="list-style-type: none"> ○ Strengths. ○ Areas for development. ○ Praise/positive reinforcement. ○ Performance during the session. ○ Future needs/goals. • Give the participant(s) the opportunity to: <ul style="list-style-type: none"> ○ Reflect on the session.

	<ul style="list-style-type: none"> ○ Ask questions. ○ Provide feedback. ○ Identify further needs. ● Leave the environment in a condition acceptable for future use: <ul style="list-style-type: none"> ○ Ensuring any environmental features that may have been moved are returned to the usual position and are not damaged. ○ Wiping down and packing away of portable equipment. ○ Reporting any maintenance issues. ○ Leaving the area safe, clean, tidy, and ready for other users.
4.5 Demonstrate and explain safe and effective exercise technique	<ul style="list-style-type: none"> ● Use explanations and demonstrations that are technically correct, safe and appropriate to the individual participants needs and experience. ● Consider different learning styles – visual, auditory, and kinaesthetic. ● Use motivational and communication styles appropriate to the participants and the exercise format. ● Adapting communication style, attitude, and response to suit participants and their specific needs. ● Professionalism, adherence to code of conduct (specific greetings/procedures), good manners, appropriate language, and friendly attitude.
4.6 Use voice projection, volume and pitch relative to the environment	<ul style="list-style-type: none"> ● Voice projection to ensure all participants can hear. ● Use of visual communication to support verbal instruction.
4.7 Use appropriate teaching positions and instructional methods to observe and monitor participant(s) and respond to their needs	<ul style="list-style-type: none"> ● Ensure they can see participants and participants can see them. ● Changing teaching position with consideration to the environment and number of participants. ● Organisation with consideration to number of participants. ● Communicate with consideration to different learning styles – visual, auditory, and kinaesthetic. ● Observe, monitor, and engage with participant(s) to ensure safety and effectiveness. ● Observe movement and exercise technique to ensure safe and effective alignment, execution, and use of equipment.

	<ul style="list-style-type: none"> • Provide general and specific instructing points, feedback, encouragement and reinforcement in a friendly, professional manner. • Correct and reinforce technique for safety and effectiveness. • Asking questions to check participant(s) understanding, as appropriate. • Verbal and visual communication to improve technique. • Mirroring (as appropriate). • Monitor intensity using appropriate methods. <ul style="list-style-type: none"> ○ Talk test. ○ Rating of Perceived Exertion RPE. ○ Heart rate monitoring and target heart rate zones.
4.8 Provide alternatives, modifications and progressions of exercises as appropriate	<ul style="list-style-type: none"> • Modification with consideration to environment, e.g. use of environmental features. • Offer adaptations and alternatives to meet individual needs and improve performance (progression, regression, corrective strategies and alternative exercises as required). • Use of FITT-VP principles. • Layering of information. • Modification according to individual needs, such as: <ul style="list-style-type: none"> ○ speed ○ levers ○ exercise position ○ repetitions ○ resistance ○ range of motion ○ alternative equipment.

5. Be able to review the session and reflect on practice

5.1 Evaluate the effectiveness of the session to ensure it is engaging, varied and meets participant(s)' needs/goals	<ul style="list-style-type: none"> • How to gather and use information and the benefit of conducting evaluation(s): <ul style="list-style-type: none"> ○ Information gathering sources (questionnaires, comment slips, verbal). ○ Sources of information (self, participants, supervisors, peers). ○ Discussion of information with relevant personnel (studio coordinator/line manager).
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	<ul style="list-style-type: none"> • Use of Kolb cycle to evaluate the session. • Carrying out regular programme review meetings with clients to ascertain how well the exercise programme met client needs/progress towards goals, any improvements that can be made to the programme plan etc. • Evaluating and reflecting on planned programmes to ensure the physical and psychological needs of the individual are being met. • Monitor and review the outcomes of working with participants and taking into consideration participant feedback: <ul style="list-style-type: none"> ○ Gathering feedback from clients in verbal or written formats. ○ Accepting feedback objectively. ○ Offer credible advice and guidance appropriate to own level of expertise to promote positive healthy lifestyle choices. ○ Signpost clients to other services if they show an interest in other areas/activities. • Identify: <ul style="list-style-type: none"> ○ Strengths and areas to develop. ○ Ways to make improvements. ○ 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. ○ Changes/adaptations to the session based on the appraisal of own performance. ○ Support needed, e.g. mentor, training etc.
<p>5.2 Outline how to use information to improve personal practice</p>	<ul style="list-style-type: none"> • The value of reflective practice: <ul style="list-style-type: none"> ○ Appraising and improving own performance and participants' performance. ○ Retaining participants. ○ Aiding personal development. ○ Meeting participants' expectations.

	<ul style="list-style-type: none"> ○ Ensuring programmes are safe and effective. ○ Identifying specific improvements to instructional skills and communication. ○ Identifying ways to improve session content for meeting participant needs, to include: <ul style="list-style-type: none"> – Adaptation of plans to accommodate specific needs the participants may present. – Selection of exercises that are safe, effective and reflect current guidelines for good practice. – Provision of alternatives. – Providing advice to participant/s regarding safe and effective alignment of exercise positions.
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Appendix 1: Information sources

Please note: While the information sources listed are available at the point of development/publication; access to specific website pages will change over time, as will the currency of information.

Information sources and organisations:

- American College of Sports Medicine (ACSM): <https://www.acsm.org/> .
- British Heart Foundation: www.bhf.org.uk.
- CIMSPA: <https://www.cimspa.co.uk/>.
- Department of Health: www.dh.gov.uk.
- National Institute of Health and Care Excellence (NICE): <https://www.nice.org.uk/>.
- World Health Organisation (WHO): <https://www.who.int/>.

Textbooks:

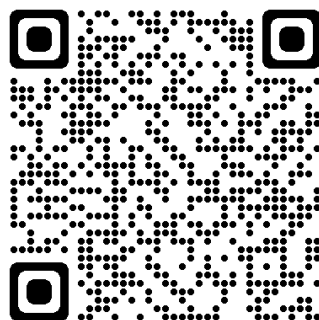
- American College of Sports Medicine (ACSM). (2022). *ACSM's Guidelines for Exercise Testing and Prescription*. 11th edition. USA: Wolters Kluwer

Guidance for training providers

Centre and qualification approval

Before you can begin delivery of this qualification, you must be a YMCA Awards centre with appropriate qualification and staff approval.

Find out more on our website:



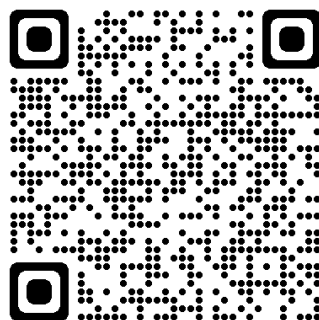
ymcaawards.co.uk/approvals

Tutor, assessor and IQA requirements

All tutors, assessors, and internal quality assurance (IQA) staff need to hold:

- A subject matter qualification.
- A qualification related to the role that they will be performing (tutor, assessor or IQA).

Find out more on our website:



ymcaawards.co.uk/approvals/staff-approval

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