

Level 2 Certificate in Fitness Instructing (4926-02)

Qualification handbook

500/8048/9

www.cityandguilds.com
April 2010
Version 1.0

Level 2 Certificate in Fitness Instructing (Gym-based Exercise)

Level 2 Certificate in Fitness Instructing (Group Exercise to music)

Level 2 Certificate in Fitness Instructing (Water-based Exercise)

Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children)



The Register of
Exercise Professionals
PART OF THE SKILLSACTIVE GROUP

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Qualification title	Qual Number	Cert Claim Number
Level 2 Certificate in Fitness Instructing (Gym-based exercise)	4926-02	970
Level 2 Certificate in Fitness Instructing (Group exercise to Music)	4926-02	971
Level 2 Certificate in Fitness Instructing (Water-based Exercise)	4926-02	972
Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children)	4926-02	973

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Contents

1	Introduction to the qualifications	5
2	About the qualifications	6
2.1	The structure of the qualifications	7
2.4	Claiming Certificates for Pathways	9
3	Centre requirements	10
4	Units	12
Unit 201	Anatomy and Physiology for Exercise	13
Unit 202	Health, Safety and Welfare in a Fitness Environment	24
Unit 203	Principles of Exercise, Fitness and Health	29
Unit 204	Know how to Support Clients who Take Part in Exercise and Physical Activity	37
Unit 205	Planning Gym-based Exercise	42
Unit 206	Instructing Gym-based Exercise	49
Unit 207	Planning Group Exercise to Music Sessions	58
Unit 208	Instructing Group Exercise to Music	64
Unit 209	Planning Water-based Exercise Sessions	73
Unit 210	Instructing Water-based Exercise	80
Unit 211	Planning Health-related Exercise and Physical Activity for Children	89
Unit 212	Instructing Health-related Exercise and Physical Activity for Children	95
5	Course design and delivery	107
5.1	Initial assessment and induction	107
5.2	Recommended delivery strategies	108
Appendix 1	Reading List	109
Appendix 2	Key words and terms	110
Appendix 3	Relationships to other qualifications	111

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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification titles and levels	City & Guilds qualification numbers	Ofqual accreditation number	Last registration date	Last certification date
Level 2 Certificate in Fitness Instructing (Gym-based Exercise)	4926-02	500/8048/9	31/12/2013	31/12/2015
Level 2 Certificate in Fitness Instructing (Group exercise to Music)	4926-02	500/8048/9	31/12/2013	31/12/2015
Level 2 Certificate in Fitness Instructing (Water-based Exercise)	4926-02	500/8048/9	31/12/2013	31/12/2015
Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children)	4926-02	500/8048/9	31/12/2013	31/12/2015

2 About the qualifications

Accreditation details

These qualifications are accredited by the Qualifications Credit Framework at Level 2 of the QCF.

This qualification is recognised for entry to REPS (Registered Exercise Professionals).

The aims of these qualifications are to:

- meet the needs of candidates who work or want to work as fitness instructors in the Exercise and Fitness sector
- allow candidates to learn, develop and practice the skills required for employment and/or career progression in the exercise and fitness sector
- contribute to the knowledge and understanding towards the related Level 2 NVQs in Instructing Exercise and Fitness, whilst containing additional skills and knowledge which go beyond the scope of the NOS.
- be flexible in terms of delivery as they can be delivered either part-time or full-time
- encourage progression by providing a framework for learners
- meet the needs and objectives of those employed in the industry wishing to broaden their knowledge and skills
- increase participation and retention in education and training and to help overcome social exclusion
- widen and increase participation in lifelong learning
- combat fears of failure by ensuring that all achievement is recognised.

These qualifications function:

- as stand alone qualifications, accredited as part of the QCF at Level 2
- as technical certificates as part of the Apprenticeship framework
- to provide valuable accreditation of skills and/or knowledge for candidates not following N/SVQ and Apprenticeship programmes, without requiring or proving occupational competence.

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. This qualification has been approved as SL by SkillsActive for the Diploma.

It has been designed to:

- complement principal learning within the 14-19 Diploma
- provide a broad background understanding of the Exercise and Fitness sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the Exercise and Fitness sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to the Advanced Diploma and other related qualifications in the sector.

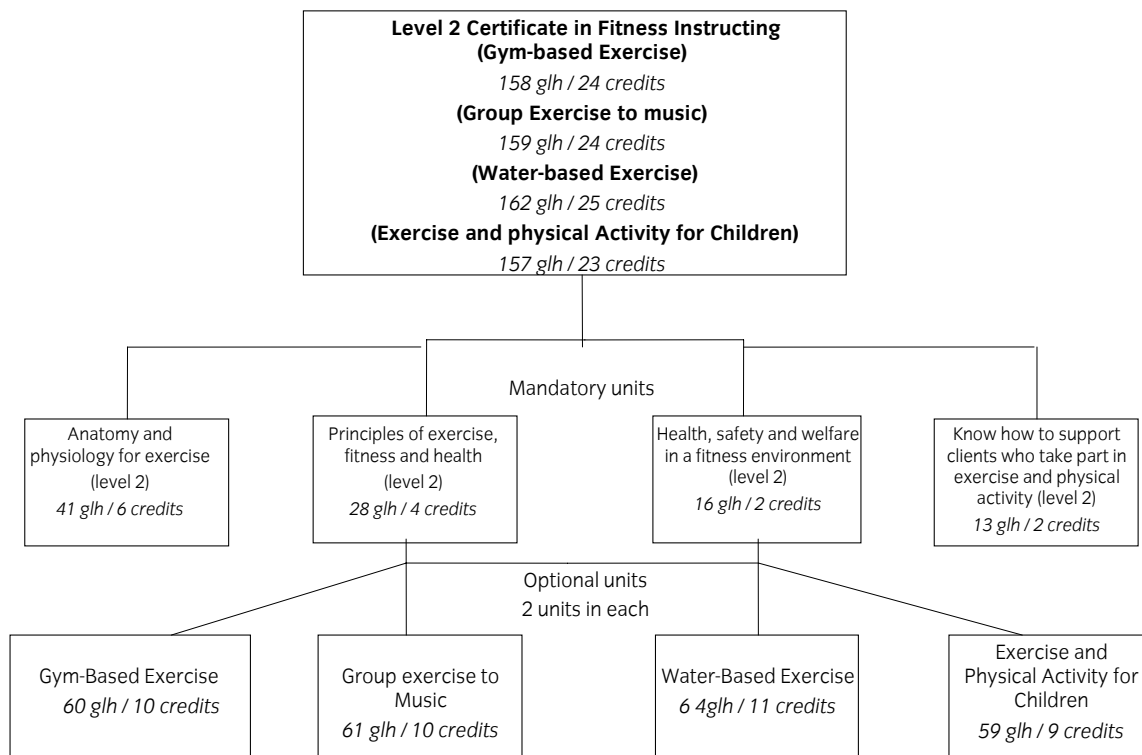
2 About the qualifications

2.1 The structure of the qualifications

The following certificates will be awarded to successful candidates on completion of the required combinations of units. Candidates completing one or more units, rather than the full qualifications, will receive a Certificate of Unit Credit (CUC).

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualifications which will be awarded to candidates successfully completing the required combinations of units and/or credits.

Candidates must complete **all** mandatory units and **two** units from one optional pair.



2.2 Opportunities for progression

On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 VRQ Diploma in Personal Training
- Level 3 NVQ Diploma in Personal Training.

Candidates completing these qualifications are also eligible to join the **Register of Exercise Professionals (REPS)**. For further information, please contact

Register of Exercise Professionals

Address 10 Crown Hill
Croydon,
Surrey, CR0 1RZ
Telephone +44 (0)20 8686 6464
e-mail info@exerciseregister.org
URL **www.exerciseregister.org**

Apprenticeship frameworks

The Level 2 Certificate in Fitness Instructing has been approved by SkillsActive as a technical certificate for the Apprenticeship in Exercise and Fitness.

Full details of the requirements of the apprenticeship frameworks for the Active Leisure and Learning Sector are available from:

SkillsActive
Address Castlewood House
77 – 91 New Oxford Street
London
WC1A 1PX.
Telephone 0207 632 2000
Fax 0208 632 2001
e-mail skills@skillsactive.com
URL **www.skillsactive.com**

2.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Sample test papers	www.cityandguilds.com/sport
Assignment guide for centres	www.cityandguilds.com/sport
Gola	Walled Garden
Qualification Handbooks	www.cityandguilds.com/sport
SmartScreen	www.smartscreen.co.uk

2.4 Claiming Certificates for Pathways

Certificate Claim Unit Numbers

The pathways have the same qualification number therefore to ensure the right certificate is received please use the certificate claim numbers from the tables below.

You must enter the relevant Certificate Claim Number as a P or X in Walled Garden in order to claim the correct Certificate.

For example if you register a learner for 4629-02 and want to claim a certificate for the Level 2 Certificate in Fitness Instructing (Water-based Exercise) you also need to enter 972.

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3 Centre requirements

This section outlines the approval process for centres to offer these qualifications and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer Level 2 Certificate in Instructing Exercise and Fitness (4853) may apply for approval for the new Level 2 Certificate in Fitness Instructing (4926-02/92) using the fast-track approval form, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast-track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast-track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the Qualification Approval Process. It is the centre's responsibility to check that fast-track approval is still current at the time of application.

3.1 Resource requirements

Physical resources

Centres must have access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities. It is acceptable for centres to use specially designated areas within a centre for the practical units.

Centre staff

Centre staff must satisfy the requirements for occupational expertise for these qualifications. These requirements are as follows:

- staff should be technically competent in the areas for which they are delivering training and/or should also have experience of providing training
- assessors and tutors should hold a Level 2 qualification in Fitness Instructing, or a related equivalent qualification
- assessors and tutors should ideally have at least 18 months recent relevant experience in the specific area they will be assessing
- knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- actively involved in a process of industry relevant Continuing Professional Development (CPD) during the last **two** years.

Desirable criteria

It is desirable for all assessors and verifiers to be registered with the Register of Exercise Professionals (REPS) or recognised registers in Scotland or Northern Ireland.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

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

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions and legal considerations

These qualifications are **not** approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. However, it is advisable that candidates when completing the qualification are approaching 18 years of age.

It is advisable that candidates undertaking the water-based exercise route either hold a current life guarding qualification or ensure that a suitably qualified person is available in line with the HSE Managing Health and Safety in Swimming Pools guidelines.

If candidates are required to work with minors then any CRB checks should be carried out in accordance with current guidelines.

4 Units

Availability of units

The units for these qualifications follow. They may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Candidates must complete **all** mandatory units and **two** units from one optional pair.

City & Guilds unit number	Unit title	Level	Credit value	Guided learning hours	Accreditation unit reference
Mandatory					
Unit 201	Anatomy and Physiology for Exercise	Level 2	6	41	H/600/9013
Unit 202	Health, Safety and Welfare in a Fitness Environment	Level 2	2	16	T/600/9016
Unit 203	Principles of Exercise, Fitness and Health	Level 2	4	28	A/600/9017
Unit 204	Know how to Support Clients who Take Part in Exercise and Physical Activity	Level 2	2	13	M/600/9015
Optional					
Unit 205	Planning Gym-based Exercise	Level 2	4	23	F/600/9018
Unit 206	Instructing Gym-based Exercise	Level 2	6	37	A/600/9020
Unit 207	Planning Group Exercise to Music	Level 2	4	24	F/600/9021
Unit 208	Instructing Group Exercise to Music	Level 2	6	37	J/600/9022
Unit 209	Planning Water-based Exercise	Level 2	5	26	L/600/9023
Unit 210	Instructing Water-based Exercise	Level 2	6	38	R/600/9024
Unit 211	Planning Health-related Exercise and Physical Activity for Children	Level 2	3	23	A/600/9048
Unit 212	Instructing Health-related Exercise and Physical Activity for Children	Level 2	6	36	T/600/9050

Level: 2

Credit value: 6

Unit aim

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

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Understand the structure and function of the circulatory system
2. Understand the structure and function of the respiratory system
3. Understand the structure and function of the skeleton
4. Understand joints in the skeleton
5. Understand the muscular system
6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise
7. Understand energy systems and their relation to exercise
8. Understand the nervous system and its relation to exercise

Guided learning hours

It is recommended that **41** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by an

- on-line multiple-choice test (Gola).

Unit 201

Outcome 1

Anatomy and Physiology for Exercise

Understand the structure and function of the circulatory system

Underpinning knowledge

The learner can:

1. identify the location of the heart
2. describe the **function** of the heart
3. describe the structure of the heart
4. describe how blood moves through the four chambers of the heart
5. describe systemic and pulmonary circulation
6. describe the structure and functions of **blood vessels**
7. define **blood pressure**
8. identify blood pressure classifications.

Range

Function

Circulation of blood, receiving and pumping blood

Blood vessels

Arteries, arterioles, veins, venules, capillaries

Blood pressure

Systole, diastole

Unit 201

Outcome 2

Anatomy and Physiology for Exercise

Understand the structure and function of the respiratory system

Underpinning knowledge

The learner can:

1. identify the location of the lungs
2. describe the **function** of the lungs
3. describe the **structure** of the lungs
4. identify the **main muscles** involved in breathing
5. describe the **passage of air** through the respiratory tract
6. describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs.

Range

Function

Passage of air from nasal passages to lungs, diffusion of gases into and out of bloodstream, tidal volume, vital capacity, residual volume

Structure

Bronchi, bronchioles, alveoli

Main muscles

Diaphragm, intercostals, pectorals (during heavy exercise)

Passage of air

Pharynx, larynx, trachea, epiglottis

Unit 201

Outcome 3

Anatomy and Physiology for Exercise

Understand the structure and function of the skeleton

Underpinning knowledge

The learner can:

1. describe the basic **functions** of the skeleton
2. identify the structures of the **axial** skeleton
3. identify the structures of the **appendicular** skeleton
4. explain the **classification of bones**
5. explain the **structure** of long bone
6. explain the **stages of bone growth**
7. describe posture in terms of:
 - **curves of the spine***
 - neutral spine alignment
 - **potential ranges of motion of the spine***
 - movement potential of the spine
 - **postural deviations*** to include kyphosis, lordosis, scoliosis and the effect of pregnancy.

Range

Functions

Protection, movement, shape, **production**, muscle attachment, storage

Axial

Cranium, sternum, ribs, vertebrae (cervical, thoracic, lumbar, sacral, coccyx)

Appendicular

Scapula, clavicle, upper limbs (humerus, radius, ulna, carpals, metacarpals, phalanges), ilium, ischium, pubis, lower limbs (femur, patella, tibia, fibula, tarsals, metatarsals, calcaneus)

Classification of bones

Long, short, flat, irregular, sesmoid

Structure

Long, slightly curved, compact, spongy, epiphyseal plate, bone marrow, articular cartilage, periosteum, medullary cavity

Stages of bone growth

Ossification, composition and structure through life, development, osteoblasts, osteoclasts, factors influencing bone density, protein framework, calcium, plus sphorus and magnesium salts, gender differences, osteoporosis

* Please note the following clarifications on terminology from SkillsActive on outcome 7.

Curves of the spine

The natural mild S-shaped curve of the spine i.e. cervical and lumbar lordoses and thoracic and spinal kyphoses.

Potential ranges of motion of the spine

A normal thoracic kyphosis is considered as 20-45 degrees and lumbar lordosis as 20-45 degrees. Whilst a mild right-left curve is considered fairly normal, a curve of more than 10 degrees would be considered a scoliosis.

Postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy

Postural deviations/curves of the spine considered to be excessive (hyperlordotic and hyperkyphotic) or less than normal (hypolordotic and hypokyphotic), or a scoliosis. To include the effect of pregnancy on posture (i.e. how carrying a growing baby effect's the natural curves of the spine).

Underpinning knowledge

The learner can:

1. describe the **classification of joints**
2. describe the **structure of synovial joints**
3. describe the types of **synovial joints** and their range of motion
4. describe joint movement potential and joint **actions**.

Range

Classification of joints

Immoveable (fibrous), slightly moveable (cartilaginous), freely moveable (synovial)

Structure of synovial joints

Articulate cartilage, joint cavity, synovial membrane, synovial fluid, articular capsule

Synovial joints

Pivot, gliding, ball and socket, hinge, condyloid/ellipsoid, saddle

Actions

Flexion, extension, abduction, adduction, horizontal flexion, horizontal extension, lateral flexion, circumduction, rotation, elevation, depression, retraction, protraction, plantar flexion, dorsi flexion, pronation, supination, hyper extension, inversion, eversion

Underpinning knowledge

The learner can:

1. identify the three **types of muscle** tissue
2. define the **characteristics** and **functions** of the three **types of muscle** tissue
3. describe the basic **structure of skeletal muscle**
4. name and locate the **anterior** skeletal muscles
5. name and locate the **posterior** skeletal muscles
6. describe the structure and function of the **pelvic floor muscles**
7. describe the different types of **muscle action**
8. identify the joint actions brought about by specific muscle group contractions
9. identify skeletal **muscle fibre types** and their **characteristics**.

Range

Types of muscle

Voluntary, involuntary, cardiac

Characteristics of the three types of muscles tissue

Striated, smooth, voluntary, involuntary

Functions of the three types of muscles tissue

Movement, contractions of the heart/blood flow, internal organs

Structure of skeletal muscle

Muscle fibres, myofibrils, myofilaments (actin and myosin), epimysium, endomysium, perimysium, sarcomere, tendon

Anterior

Anterior deltoid, medial deltoid, pectoralis major, biceps brachii, brachialis, sternocleidomastoid, rectus abdominus, obliques, transverse abdominus, Iliacus – Psoas Minor – Psoas Major, quadriceps, tibialis anterior, adductors

Posterior

Trapezius, rhomboids, posterior deltoid, triceps, latissimus dorsi, erector spinae, gluteus maximus,, hamstrings, gastrocnemius, soleus

Pelvic floor muscles

Levator ani, coccygeus

Muscle action

Role of prime mover/agonist, antagonist, fixator, synergist

Muscle fibre types

Fast twitch (white), slow twitch (red)

Characteristics of muscle fibre types

Fast twitch (white in colour, high intensity, short duration, low mitochondria, low myoglobin, fast to contract, fast to fatigue), slow twitch (red in colour, low intensity, long endurance, high mitochondria, high myoglobin, slow to contract, fatigue resistant)

Unit 201

Outcome 6

Anatomy and Physiology for Exercise

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

Underpinning knowledge

The learner can:

1. Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:
 - young people in the 14-16 age range
 - antenatal and postnatal women
 - older people (50 plus)

To include relevant tendon, ligament, muscle, joint and bone mineral density changes and their implications for exercise.

Unit 201

Outcome 7

Anatomy and Physiology for Exercise

Understand energy systems and their relation to exercise

Underpinning knowledge

The learner can:

1. describe how **carbohydrates**, **fats** and **proteins** are used in the production of energy/adenosine triphosphate
2. explain the **use** of the **three energy systems** during aerobic and anaerobic exercise.

Range

Carbohydrates

Broken down into glucose/glycogen, storage

Fats

Broken down into fatty acids and used in the presence of oxygen

Protein

Broken down into amino acids and used for energy when carbohydrates are depleted

Use

Effect of time, intensity of exercise for each system, fuel, waste products

Three energy systems

Aerobic system, lactic acid system, Creatine phosphate (CP) system

Unit 201

Outcome 8

Anatomy and Physiology for Exercise

Understand the nervous system and its relation to exercise

Underpinning knowledge

The learner can:

1. describe the role and **functions** of the nervous system
2. describe the **principles of muscle contraction**
3. describe the 'all or none law'/motor unit recruitment
4. describe how exercise can enhance neuromuscular connections and improve motor fitness.

Range

Functions

CNS (central nervous system), PNS (peripheral nervous system), sensory organs functions – control of bodily functions, maintenance of homeostasis, collect information, 'fight or flight', nervous response

Principles of muscle contraction

Sliding filament theory, motor unit recruitment, isotonic contractions (concentric, eccentric), isometric contractions

Level: 2

Credit value: 2

Unit aim

This unit covers the knowledge and understanding that instructors need to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand emergency procedures in a fitness environment
2. Understand health and safety requirements in a fitness environment
3. Understand how to control risks in a fitness environment
4. Understand how to safeguard children and vulnerable adults

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS C22 Promote health, safety and welfare in active leisure and recreation

Endorsement of the unit by a sector or other appropriate body

A letter of support from SkillsActive is required for any qualification in which this unit is used.

Assessment and grading

This unit will be assessed by:

- A short-answer test covering practical skills and underpinning knowledge.

Unit 202

Health, Safety and Welfare in a Fitness Environment

Outcome 1

Understand emergency procedures in a fitness environment

Underpinning knowledge

The learner can:

1. identify the types of **emergencies** that may occur in a fitness environment
2. describe the roles that different **staff and external services** play during an emergency
3. explain the importance of following emergency procedures calmly and correctly
4. describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people.

Range

Emergencies

Fire, bomb scare, major accident/incident , power cut, structural failure, gas leak

Staff and external services

Manager, receptionist, leisure assistant, instructor, police, fire brigade, ambulance

Unit 202

Health, Safety and Welfare in a Fitness Environment

Outcome 2

Understand health and safety requirements in a fitness environment

Underpinning knowledge

The learner can:

1. outline why health and safety is important in a fitness environment
2. identify the **legal and regulatory requirements** for health and safety relevant to working in a fitness environment
3. describe Duty of Care and professional role boundaries in relation to special population groups
4. identify the different roles of individuals responsible for health and safety in a fitness organisation
5. describe the types of security procedures that may apply in a fitness environment
6. describe the key **health and safety documents** that are relevant in a fitness environment.

Range

Legal and regulatory requirements

Risk assessment, risk scoring, risk management

Legal and regulatory procedures: Health and Safety At Work Act, RIDDOR, COSHH, Disability, Discrimination Act (DDA), Manual Handling

Organisational procedures: Equal Opportunities, Emergency Action Plan (EAP), Normal Operating Procedures (NOP)

Health and safety documents

Emergency Action Plan (EAP), Normal Operating Procedure (NOP), PAR-Q

Unit 202

Health, Safety and Welfare in a Fitness Environment

Outcome 3

Understand how to control risks in a fitness environment

Underpinning knowledge

The learner can:

1. identify possible hazards in a fitness environment, relating to:
 - **facilities**
 - **equipment**
 - working practices, including lifting and handling of equipment
 - client behaviour
 - security
 - hygiene
2. describe how to risk assess the types of possible hazards in a fitness environment
3. describe how to control risks associated with hazards in a fitness environment
4. identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally.

Range

Facilities

Lighting, flooring, structure

Equipment

Loose weights, moving parts, mechanisms, wear and tear

Unit 202

Health, Safety and Welfare in a Fitness Environment

Outcome 4

Understand how to safeguard children and vulnerable adults

Underpinning knowledge

The learner can:

1. describe what is meant by safeguarding the welfare of children and vulnerable adults
2. describe the **responsibilities and limitations** of a fitness instructor in regard to safeguarding children and vulnerable adults
3. identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual
4. identify possible signs of abuse: physical, emotional, neglect, bullying and sexual
5. describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures
6. describe the procedures to follow to protect oneself from accusations of abuse
7. identify the **statutory agencies** responsible for safeguarding children and vulnerable adults
8. explain when it may be necessary to contact **statutory agencies**
9. describe how to maintain the confidentiality of information relating to possible abuse.

Range

Responsibilities and limitations

Qualifications, training, ability, specialist requirements to carry out tasks (inductions, lifestyle questionnaires/PAR-Q, health screening, programmes, cleaning and maintenance, reception duties, sales and marketing, first aid, teaching classes, memberships, motivators, pool plant operation)

Statutory agencies

Police, social services, NSPCC

Level: 2

Credit value: 4

Unit aim

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

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the effects of exercise on body systems
2. Understand the components of fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme
4. Understand the exercise contraindications and key safety guidelines for special populations
5. Understand how to safely monitor exercise intensity
6. Understand the health benefits of physical activity
7. Understand the importance of healthy eating

Guided learning hours

It is recommended that **28** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by:

- On-line multiple-choice test (Gola).

Unit 203

Outcome 1

Principles of Exercise, Fitness and Health

Understand the effects of exercise on body systems

Underpinning knowledge

The learner can:

1. describe **cardiovascular** and **respiratory adaptations** to endurance/aerobic training
2. identify the **short and long term effects of exercise on blood pressure**
3. describe the *blood pooling* effect following exercise
4. describe the **effects of exercise on bones and joints** including the significance of weight bearing exercise
5. describe delayed onset of muscle soreness (DOMS)
6. identify exercises or techniques likely to cause delayed onset of muscle soreness
7. describe the **short and long term effects** of different types of exercise on muscle
8. describe different exercises that can improve posture.

Range

Cardiovascular adaptations

Increase of left ventricle, increase in thickness and strength of the left ventricular wall, increased stroke volume, decreased resting heart rate, improved blood profile (haemoglobin), improved tissue capillary network, cardiac output

Respiratory adaptations

Increased pulmonary capillary network, increased lung efficiency (tidal volume, forced vital capacity), breathing muscles more effective

Short and long term effects of exercise on blood pressure

During exercise systolic pressure increases whilst diastolic pressure remains approximately the same, long term both systolic and diastolic pressures are reduced to a healthy range

Effects of exercise on bones and joints

Bones: Density (weight bearing exercise), tendon and ligament attachments, articular cartilage, tendon and ligaments

Joints: Synovial fluid, joint range of movement

Short and long term effects

Short term: Increase in mechanical stress on the skeletal system, increased production of synovial fluid, lubrication and nourishment of the joint, increased temperature within the working muscle, increased blood flow to the working muscle, creation of micro tears within the muscle fibre, creation of a catabolic state within the muscle tissue, increased pliability, increased capillary dilation, increased metabolic activity, improved neuromuscular response and range of joint movement

Long term: Increased bone density at muscle attachment sites, creation of an anabolic state within the muscle tissue, increased muscle mass/hypertrophy, increase in thickness and strength of tendons/ligaments, improved joint stability, improved posture, improved inter and intra muscular coordination, improved neuromuscular function, increased strength, increased capillarisation of muscle tissue, increase in the size and number of muscle mitochondria, improved capacity to store Creatine phosphate and glycogen, improved strength and endurance, improved muscle tone, increased myoglobin stores, increased motor neuron size

Unit 203

Outcome 2

Principles of Exercise, Fitness and Health

Understand the components of fitness

Underpinning knowledge

The learner can:

1. define the **components of health-related fitness**
2. define the **components of skill-related fitness**
3. identify the **factors** that affect health and skill related fitness.

Range

Components of health related fitness

Muscular strength, muscular endurance, flexibility, cardio-vascular fitness

Components of skill related fitness

Balance, coordination, agility, reaction time, speed

Factors

Frequency of training, intensity of training, duration of training, type of exercise (FITT), adherence

Additional factors: adherence, recovery

Unit 203

Outcome 3

Principles of Exercise, Fitness and Health

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

Underpinning knowledge

The learner can:

1. describe the physiological implications of:
 - specificity
 - progressive overload
 - reversibility
 - adaptability
 - individuality
 - recovery time
2. explain the principles of FITT (Frequency, Intensity, Time and Type)
3. explain the **principles of a progressive training programme** in developing components of fitness
4. explain how to recognise **when and how to regress** a training programme
5. explain the **principles of adaptation, modification** and progression for each component of FITT (Frequency, Intensity, Time and Type)
6. describe the effect of speed on posture, alignment and intensity
7. describe the effect of levers, gravity and resistance on exercise
8. describe the differences between programming exercise for physical fitness and for health benefits.

Range

Principles of a progressive training programme

Increase exercise intensity (increase speed, increase level, increase resistance), increase range of movement, change body position, change hand position, increase complexity of movement, change exercise, change system, mode

When and how to regress

Poor exercise technique, complexity of the exercise, frequency of performing the exercise, communication with the client, regular reviews

Principles of adaptation, modification

Reduce exercise intensity (reduce speed, reduce level, reduce resistance), decrease range of movement, change body position, change hand position, reduce complexity of movement

Unit 203

Outcome 4

Principles of Exercise, Fitness and Health

Understand the exercise contraindications and key safety guidelines for special populations

Underpinning knowledge

The learner can:

1. describe the **exercise contraindications** and **key safety guidelines** for working with older people (50 plus)
2. describe the **exercise contraindications** and **key safety guidelines** for working with antenatal and postnatal clients
3. describe the **exercise contraindications** and **key safety guidelines** for working with young people (14-16)
4. describe the **key safety considerations for working with disabled people**.

Range

Exercise contraindications (older people): balance, posture, isometric training, blood pressure, joint stiffness, osteoporosis, medication

Key safety guidelines (older people): strength exercises, balance exercises, stretching exercises, endurance exercises

Exercise contraindications (antenatal postnatal clients): raising body temperature, high intensity exercise, over extending joints (hormone relaxing), lying on back after 20 weeks (reduces blood flow to baby), isometric training

Key safety guidelines (antenatal postnatal clients): maintain fitness level, reduce resistance, limit range of movement, reduce high impact exercise, start pelvic floor exercises, upper body exercises to prepare for carrying the baby

Exercise contraindications (young people): puberty, growth plate fractures, avulsion fractures, Osgood Schlatters disease, hormones (oestrogen, testosterone)

Key safety guidelines (young people): no flexibility training, reduce resistance, reduce repetitive high impact exercises, ensure regular breaks when training, regular rehydration

Key safety considerations (disabled people)

Stop exercising if feel pain or discomfort, ensure client drinks plenty of water, advise appropriate clothing, set realistic goals, adapt and support client, ensure supervision appropriate to clients needs and ability

Unit 203

Outcome 5

Principles of Exercise, Fitness and Health

Understand how to safely monitor exercise intensity

Underpinning knowledge

The learner can:

1. describe the **benefits** and **limitations** of different methods of monitoring exercise intensity including:
 - the talk test
 - Rate of Perceived Exertion (RPE)
 - heart rate monitoring and the use of different heart rate zones.

Range

Benefits

Encourages observation, client can work to their perceived exertion level, heart rate zones suitable for client fitness level

Limitations

Unclear of the RPE scale, honesty, inaccurate heart rate readings

Underpinning knowledge

The learner can:

1. describe the **health benefits** of physical activity
2. describe the **effect** of physical activity on the **causes** of certain diseases including:
 - Coronary Heart Disease
 - some cancers
 - Type 2 Diabetes
 - Hypertension
 - Obesity
 - Osteoporosis.

Range

Health benefits

Reduced risk of coronary heart disease, osteoporosis, certain cancers, high blood pressure, high cholesterol, obesity, diabetes, musculoskeletal disorders, stress, depression

Improved circulation, blood, sleep, body awareness, posture, body composition, confidence, self-esteem

Effect

Reduced risk of CHD, reduced risk of cancers, body fat reduction (leading to reduced risk of diabetes), stronger bones, efficient hormone transport

Causes

Inactivity, poor diet, smoking, excessive alcohol, stress, family history

Underpinning knowledge

The learner can:

1. describe the national food model guide
2. describe key healthy eating advice that underpins a healthy diet
3. explain the importance of adequate hydration
4. explain professional role boundaries in relation to offering nutritional advice
5. explain the dietary **role of the key nutrients**
6. identify the common dietary **sources of the key nutrients**
7. describe the energy balance equation
8. explain the health risks of poor nutrition.

Range

Role of key nutrients

Carbohydrates: energy provision, gut function, dietary fibre

Fats: energy provision, protection of internal organs, insulation from cold, insulation of nerve

Fibres: storage of fat soluble vitamins, production of oestrogen

Proteins: growth and repair of body tissue, productions of enzymes, formation of hormones,
energy: when carbohydrate stores are low

Sources of key nutrients

Carbohydrates: simple sugars (sugar, fruit, sweets, jam, honey, milk, energy drinks), complex starches (bread, pasta, oats, corn, barley, potatoes, rice, beans, lentils, peas, vegetables)

Fats: saturated fats (butter, lard, cream, yoghurt, pies, pastries, avocado) unsaturated fats (sunflower oil, olive oil, rapeseed oil, flaxseed oil, nuts, fish)

Proteins: eggs, fish, meat, poultry, milk, rice, soya beans, tofu, textured vegetable protein

Unit 204

Know how to Support Clients who Take Part in Exercise and Physical Activity

Level: 2

Credit value: 2

Unit aim

This unit covers the knowledge an instructor needs to provide ongoing customer service and how to support clients taking part in exercise and physical activity.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand how to form effective working relationships with clients
2. Understand how to address barriers to exercise/physical activity that clients experience
3. Understand how to support clients to adhere to exercise/physical activity
4. Understand how to provide ongoing customer service to clients

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

Instructing Exercise and Fitness 2009 NOS Instructing Physical Activity and Exercise 2009 NOS

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsactive.

Assessment and grading

This unit will be assessed by:

- A short-answer test covering practical skills and underpinning knowledge.

Unit 204

Know how to Support Clients who Take Part in Exercise and Physical Activity

Outcome 1

Understand how to form effective working relationships with clients

Underpinning knowledge

The learner can:

1. explain why it is important to form **effective working relationships** with clients
2. explain why it is important to present oneself and the organisation positively to clients
3. describe how different **communication** skills can be used to assist clients with motivation
4. explain the importance of valuing equality and diversity when working with clients.

Range

Effective working relationships

Verbal and non-verbal communication, professional conduct, make training individual to the clients needs, engage the client in conversation

Communication

Verbal: use of words in a written or spoken format, tone, volume, pitch, pace, rhythm, open and closed questioning, probing questions

Non-verbal: body language (facial expressions, eye contact, posture, positioning, motions, mirroring), attitude, personal presentation (dress, hygiene), conduct

Unit 204

Know how to Support Clients who Take Part in Exercise and Physical Activity

Outcome 2

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

Underpinning knowledge

The learner can:

1. identify the typical **barriers to exercise/physical activity** that clients experience
2. explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
3. describe different incentives and rewards that can strengthen clients' motivation and adherence
4. describe different strategies that can help clients overcome typical barriers to exercise/physical activity.

Range

Barriers to exercise/Physical activity

Physical: age, injury, disability, health

Emotional: self conscious, shy, worry

Motivational: goal setting, boredom

Time: other commitments (work, family)

Availability: facilities, finance, resources, clothing

Unit 204

Know how to Support Clients who Take Part in Exercise and Physical Activity

Outcome 3

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

Underpinning knowledge

The learner can:

1. explain why it is important for a client to take personal responsibility for their own fitness and motivation
2. describe how to assist clients to develop their own **strategy for motivation** and adherence
3. identify different **behaviour change** approaches/strategies to encourage adherence to exercise/physical activity
4. describe how to set short, medium and long term **SMART** goals
5. describe how to review and revise short, medium and long term **SMART** goals.

Range

Strategy for motivation

Goal setting, rewards, focusing, support systems, contingency plan or alternative exercises, strategies for relapsed clients, lifestyle changes, self recognition of client's own barriers, voice pitch and tone, body language and positioning, engaging client in conversation

Behaviour change

Pre-contemplation, contemplation, preparation, action, maintenance, relapse, termination

SMART

Specific, measurable, achievable, realistic, time

Unit 204

Know how to Support Clients who Take Part in Exercise and Physical Activity

Outcome 4

Understand how to provide ongoing customer service to clients

Underpinning knowledge

The learner can:

1. explain the importance of client care both for the client and the organisation
2. explain why it is important to deal with clients needs to their satisfaction
3. identify where to source relevant and appropriate information to meet clients needs
4. explain the importance of dealing with any delay in meeting clients needs timely and effectively
5. give examples of how to exceed customer expectations, when appropriate
6. explain the importance of handling client complaints positively following an organisations procedures.

Level: 2**Credit value: 4****Unit aim**

This unit covers the skills and knowledge required to plan and prepare a gym-based exercise programme with apparently healthy adults – both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand how to collect client information to plan gym-based exercise
2. Understand how to use client information to plan gym-based exercise
3. Understand how to plan gym-based exercise with clients
4. Be able to collect and use client information to plan a gym-based exercise programme
5. Be able to plan a safe and effective gym-based exercise programme with clients

Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D451 Plan and prepare gym-based exercise.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsactive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 205

Planning Gym-based Exercise

Outcome 1

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

Underpinning knowledge

The learner can:

1. explain the process of informed consent
2. describe different **methods** to collect client **information**, including:
 - questionnaire
 - interview
 - **observation**
 - physical measurements
3. describe how to determine which method/s of collecting information are appropriate according to the individual
4. explain the principles of screening clients prior to gym-based exercise to include the use of the physical activity readiness questionnaire (PAR-Q).

Range

Methods

Questionnaires: PAR-Q, lifestyle, nutrition, exercise history/preference

Interview: verbal questioning formal and informal

Observation: client technique, signs of discomfort

Physical measurements

Height/weight, BMI, body statistics

Information: PAR-Q, personal details, personal goals, medical/health/exercise history, physical activity history/preferences, current health status, skill level, age, gender, lifestyle, occupation, potential barriers (availability, time, physical, emotional, cost)

Unit 205

Outcome 2

Planning Gym-based Exercise

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

Underpinning knowledge

The learner can:

1. describe the **factors**, based on client screening, which may affect safe exercise participation
2. identify the **reasons for temporary deferral** of exercise
3. explain the **reasons for referring clients** to **other professionals**.
4. give examples of how client information affects the planning of gym-based exercise

Range

Factors

Medical conditions, age, gender, disability, pregnancy, illness, injury, smoking, alcohol, stress, body type, level of fitness, level of skill

Reasons for temporary deferral

Minor illness (cold), minor injury, referral to other professional

Reasons for referring clients

Debilitating injuries, conditions which cause concern, unqualified to deal with

Other professionals

GP, consultant, physiotherapist, sports therapist, advanced instructor, special populations instructor

Unit 205

Outcome 3

Planning Gym-based Exercise

Understand how to plan gym-based exercise with clients

Underpinning knowledge

The learner can:

1. describe how to plan gym-based exercise to meet the needs of clients with different **objectives**
2. explain why it is important to agree **goals** and objectives for gym-based exercise with clients
3. identify a range of **exercises** for individual clients to develop:
 - **cardio-vascular** fitness
 - **muscular** fitness
 - **flexibility**
 - motor skills
4. identify a range of **cardiovascular** and **resistance machines**, and their uses
5. describe how to plan gym-based exercise using **circuit formats**.

Range

Objectives

Increased fitness/endurance, weight loss, weight gain, muscle tone, body shape, confidence, social, rehabilitation

Goals

Short/medium/long term, SMART (specific, measurable, achievable, realistic, timed)

Exercise

Cardiovascular: running, swimming, walking, cycling, rowing

Muscular: Resistance- seated chest press, low pulley row, seated row, shoulder press, lat pull down, bench press, pec dec, high pulley, arm extension, arm press, arm curl, abdominal curl, low back extension, leg press, total hip, seated abductor, seated adductor, leg curl, leg extension

Dumbbells: front raise, single arm row, bent arm pullover, lateral raise, arm curls, chest press, flyes, prone flyes, tricep press

Barbells: bench press, upright row, supine tricep press, arm curl, back squat, front raise, bent arm pullover, tricep press

Others: abdominal curl, back extension, press up, chins

Flexibility: static stretching (active/passive), dynamic stretching

Machines

Cardiovascular: upright cycle, recumbent cycle, treadmill, stepper, stair climber, rowing machine, elliptical trainer, cross trainer

Resistance: seated chest press, low pulley row, seated row, shoulder press, lat pull down, bench press, pec dec, high pulley, arm extension, arm press, arm curl, abdominal curl, low back extension, leg press, total hip, seated abductor, seated adductor, leg curl, leg extension

Equipment

Free Weight Exercises

Dumbbells: front raise, single arm row, bent arm pull over, lateral raise, arm curls, chest press, flyes, prone flyes, tricep press

Barbells: bench press, upright row, supine tricep press, arm curl, back squat

Others: abdominal curl, back extension, press up, chins

Circuit formats

Aerobic/resistance, timed, alternate muscle groups, super sets

Unit 205

Outcome 4

Planning Gym-based Exercise

Be able to collect and use client information to plan a gym-based exercise programme

Practical skills

The learner can:

1. use appropriate **methods** to collect **information** to plan a gym-based programme
2. check the information is accurate and up-to-date
3. maintain client confidentiality.

Underpinning knowledge

The learner can:

1. identify client needs and any possible risks from participation in a gym-based programme

Range

Methods

Questionnaires: PAR-Q, lifestyle, nutrition, exercise history/preference

Interview: verbal questioning, formal and informal

Observation: *Physical measurements-* height/weight, BMI, body statistics

Information

PAR-Q, personal details, personal goals, medical/health/exercise history, physical activity history/preferences, current health status, skill level, age, gender, lifestyle, occupation, potential barriers (availability, time, physical, emotional, cost)

Unit 205

Outcome 5

Planning Gym-based Exercise

Be able to plan a safe and effective gym-based exercise programme with clients

Practical skills

The learner can:

1. agree objectives with clients appropriate to:
 - their needs and potential
 - accepted good practice in the industry
 - own level of competence
2. select **gym-based exercises** that will help clients to develop:
 - cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
3. plan how to **minimise any risks** relevant to the programme
4. plan realistic timings and sequences for exercise
5. record programme plans in an appropriate format.

Range

Gym-based exercises

Cardiovascular: upright cycle, recumbent cycle, treadmill, stepper, stair climber, rowing machine, elliptical trainer, cross trainer

Resistance: seated chest press, low pulley row, seated row, shoulder press, lat pull down, bench press, pec dec, high pulley, arm extension, arm press, arm curl, abdominal curl, low back extension, leg press, total hip, seated abductor, seated adductor, leg curl, leg extension

Dumbbells: front raise, single arm row, bent arm pullover, lateral raise, arm curls, chest press, flyes, prone flyes, tricep press

Barbells: bench press, upright row, supine tricep press, arm curl, back squat, front raise, bent arm pullover, tricep press

Others: abdominal curl, back extension, press up, chins

Minimise any risks

Check equipment, plan adaptations and alternative, supervision

Level: 2

Credit value: 6

Unit aim

This unit covers the skills and knowledge a fitness instructor needs to instruct and supervise gym-based exercise to apparently healthy adults – both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does **not** cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Understand how to provide gym-based exercise
2. Be able to prepare clients for gym-based exercise
3. Be able to prepare self and equipment for gym-based exercise
4. Be able to instruct gym-based exercise
5. Be able to supervise clients undertaking gym-based exercise
6. Be able to bring a gym-based exercise session to an end
7. Be able to reflect on providing gym-based exercise
8. Be able to support clients taking part in gym-based exercise

Guided learning hours

It is recommended that **37** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D452 Instruct and supervise gym-based exercise.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsactive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 206

Instructing Gym-based Exercise

Outcome 1

Understand how to provide gym-based exercise

Underpinning knowledge

The learner can:

1. identify **safe and effective** alignment for a range of gym-based exercise positions to cover use of:
 - cardio-vascular machines
 - resistance machines
 - free weights
2. identify different **methods** of adapting a gym-based exercise programme to ensure appropriate progression and/or regression
3. describe how to develop client co-ordination by building exercises/movements up gradually
4. describe the **principles of behaviour management** for group inductions.

Range

Safe and effective

Joint position, body position, range of movement

Methods

Altering or adapting: intensity, sets, repetitions, mode, order, number of exercises, speed, range of movement

Principles of behaviour management

Ground rules, eye contact, re-enforcement of main instruction points

Unit 206

Outcome 2

Instructing Gym-based Exercise

Be able to prepare clients for gym-based exercise

Practical skills

The learner can:

1. prepare self to supervise gym-based exercise
2. select **equipment** for gym-based programmes as appropriate to client needs
3. prepare the environment and equipment as appropriate to client needs.

Range

Equipment

CV machines, resistance machines, dumbbells, barbells, mats, body weights

Unit 206

Outcome 3

Instructing Gym-based Exercise

Be able to prepare self and equipment for gym-based exercise

Practical skills

The learner can:

1. help clients feel welcome and at ease
2. explain the purpose and value of the exercises, including **warm-up** and **cool-down**
3. advise clients of the facility's emergency procedures
4. use warm up activities that are safe and effective for the clients.

Underpinning knowledge

The learner can:

1. describe the exercises, including their physical and technical demands
2. confirm or revise plans with clients as appropriate

Range

Warm-up

Mobility, pulse raising, preparatory stretch, prepare body for activity, gradually raise heart rate and temperature, skill rehearsal

Cool-down

Gradual decrease in heart rate and temperature to take body back to pre-exercise state, maintenance and developmental stretching

Unit 206

Outcome 4

Instructing Gym-based Exercise

Be able to instruct gym-based exercise

Practical skills

The learner can:

1. give explanations and demonstrations that are technically correct, with **safe and effective alignment** of exercise positions
2. communicate as appropriate to client needs and the environment.

Range

Safe and effective alignment

Joint position, body position, range of movement

Unit 206

Outcome 5

Instructing Gym-based Exercise

Be able to supervise clients undertaking gym-based exercise

Practical skills

The learner can:

1. adopt appropriate positions to observe clients and respond to their needs
2. **monitor** the safety and intensity of exercise
3. provide feedback and instructing points which are timely, clear and motivational
4. **adapt exercises** with suitable progressions and regressions according to client needs.

Range

Monitor

RPE, talk test, pulse check, hand-held sensors, chest strap and receivers

Adapt exercise

Increase/decrease: intensity, repetitions, sets, resistance, range of movement

Change: exercise, order, mode, system

Unit 206

Outcome 6

Instructing Gym-based Exercise

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

Practical skills

The learner can:

1. allow sufficient time to end the session according to clients' level of experience
2. use **cool down activities** that are safe and effective for the clients
3. give the clients an accurate summary of **feedback** on the session
4. give the clients the opportunity to:
 - reflect on the session
 - ask questions
 - provide feedback
 - identify further needs
5. make sure the clients understand how to continue their programme of gym-based exercise without direct supervision
6. leave the environment in a condition acceptable for future use.

Range

Cool down activities

Pulse lowering activities, maintenance stretching, developmental stretching, heart rate checks

Feedback

Question and answer, visual, verbal, written, praise and thank

Unit 206

Outcome 7

Instructing Gym-based Exercise

Be able to reflect on providing gym-based exercise

Practical skills

The learner can:

1. review the outcomes of working with clients and client feedback
2. identify:
 - how well the exercises met client needs
 - how effective and motivational the relationship with the client was
 - how well the instructing style matched the clients' needs
3. identify how to **improve personal practice**
4. explain the value of reflective practice.

Range

Improve personal practice

Self evaluation, self development (CPD), action plan from feedback given, adaptations and alternatives

Unit 206

Outcome 8

Instructing Gym-based Exercise

Be able to support clients taking part in gym-based exercise

Practical skills

The learner can:

1. present a positive image of self and organisation to clients
2. establish an effective working relationship with clients
3. **communicate** with clients in a way that makes them feel valued
4. use motivational styles appropriate to the client and the exercise format

Range

Communicate

Verbal, body language appropriate volume, pitch and voice projection

Level: 2

Credit value: 4

Unit aim

This unit covers the skills and knowledge a fitness instructor needs to plan and prepare group exercise to music. This unit covers the planning and preparation of a basic group exercise to music programme for apparently healthy adults. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does **not** cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand how to collect participant information
2. Understand how to use participant information to plan group exercise to music
3. Understand how to plan group exercise to music
4. Understand how to use music to enhance group exercise
5. Be able to plan safe and effective group exercise to music

Guided learning hours

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D453 Plan and prepare group exercise to music

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillsactive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 207

Outcome 1

Planning Group Exercise to Music Sessions

Understand how to collect participant information

Underpinning knowledge

The learner can:

1. explain the process of informed consent
2. describe different **methods** to collect participant **information**:
 - questionnaire
 - interview
 - observation
3. describe how to determine which methods of collecting information are appropriate according to the situation
4. explain the principles of screening participants prior to exercise to music to include the use of the physical activity readiness questionnaire (PAR-Q).

Range

Methods

Questionnaires: PAR-Q, lifestyle, nutrition, exercise history/preference

Interview: verbal questioning formal and informal

Observation: physical measurements- height/weight, BMI, body statistics

Information

PAR-Q, personal details, personal goals, medical/health/exercise history, physical activity history/preferences, current health status, skill level, age, gender, lifestyle, occupation, potential barriers (availability, time, physical, emotional, cost)

Unit 207

Outcome 2

Planning Group Exercise to Music Sessions

Understand how to use participant information to plan group exercise to music

Underpinning knowledge

The learner can:

1. describe the **factors**, based on client screening, which affect safe exercise participation
2. give examples of how participant information could affect the planning of group exercise to music
3. identify the **reasons for temporary deferral** of exercise
4. explain the **reasons for referring participants** to **other professionals**.

Range

Factors

Medical conditions, age, gender, disability, pregnancy, illness, injury, smoking, alcohol, stress, body type, level of fitness, level of skill

Reasons for temporary deferral

Minor illness (cold), minor injury, referral to other professional

Reasons for referring participants

Debilitating injuries, conditions which cause concern, unqualified to deal with

Other professionals

GP, consultant, physiotherapist, sports therapist, advanced instructor, special populations instructor

Underpinning knowledge

The learner can:

1. describe how to plan **exercise to music** to meet the needs of clients with different objectives
2. identify a **range of group exercises** to music, to develop:
 - cardio-vascular fitness
 - muscular fitness
 - flexibility
 - motor skills
3. identify a range of **equipment** used in group exercise to music and its uses
4. describe how to plan group exercise to music using circuit formats.

Range

Exercise to music

A session that includes a warm up (mobility, pulse raiser and preparatory stretch), a main aerobic component, MSE component and a cool down flexibility component), revitaliser

Range of group exercises

Examples list which is not exhaustive

Cardio-vascular fitness: any activity which works the CV system to include: walking, marching, jogging, star jumps, twists, knee lifts, leg kicks, squats, lunges, travelling moves, arm combinations.

Muscular fitness: any activity whose aim is to improve muscular strength and endurance, to include abdominal exercises, squats, leg raises, lower back exercises

Flexibility: Static, dynamic and ballistic stretching

Motor skills: a range of exercises that help to improve balance, agility, co-ordination usually combined in the main components of a group exercise to music session

Equipment

Stereo, dumbbells, hand weights, body bars, tubing, bands, mats

Unit 207

Outcome 4

Planning Group Exercise to Music Sessions

Be able to instruct gym-based exercise

Underpinning knowledge

The learner can:

1. describe how to select speed and type of music as appropriate to the participants and **phase of the class**
2. describe the **legal requirements** covering the use of music
3. describe the principles involved in developing choreography for a group exercise session.

Range

Phase of the class

Warm up component (mobility, pulse raiser and preparatory stretch) main aerobic component, MSE component, cool down flexibility component

Legal requirements

Public Phonographic Licence (PPL), Performing Rights Society (PRS), subscription services, PPL free music

Unit 207

Outcome 5

Planning Group Exercise to Music Sessions

Be able to plan safe and effective group exercise to music

Underpinning knowledge

The learner can:

1. identify objectives that are appropriate to:
 - the likely needs and potential of the participants
 - accepted good practice in the industry
 - own level of competence
2. select **exercises** that will help clients to develop:
 - cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
3. plan safe and effective group exercise to music to achieve planned objectives for the session
4. select a range of exercises that are safe and appropriate for participants and include possible alternatives
5. plan realistic timings and original choreography for sessions
6. record plans in an appropriate format.

Range

Exercise

Cardio-vascular fitness: any activity which works the CV system to include: walking, marching, jogging, star jumps, twists, knee lifts, leg kicks, squats, lunges, travelling moves, arm combinations.

Muscular fitness: any activity whose aim is to improve muscular strength and endurance to include: abdominal exercises, squats, leg raises, lower back exercises.

Flexibility: Static, dynamic and ballistic stretching

Motor skills: a range of exercises that help to improve balance, agility, co-ordination usually combined in the main components of a group exercise to music session.

Level: 2

Credit value: 6

Unit aim

This unit covers the skills and knowledge a fitness instructor needs to instruct and supervise group exercise to music to apparently healthy adults. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does **not** cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

1. Understand how to provide group exercise to music
2. Be able to prepare self and equipment for group exercise to music
3. Be able to prepare participants for group exercise to music
4. Be able to instruct group exercise to music
5. Be able to improve participants' performance in group exercise to music
6. Be able to bring a group exercise to music session to an end
7. Be able to reflect on providing group exercise to music
8. Be able to support clients taking part in exercise to music

Guided learning hours

It is recommended that **37** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D454 Instruct group exercise to music

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 208

Outcome 1

Instructing Group Exercise to Music

Understand how to provide group exercise to music

Underpinning knowledge

The learner can:

1. identify the **safe and effective alignment** for a range of group exercise to music movements to develop:
 - cardio-vascular fitness
 - muscular fitness
 - motor skills
2. identify different **methods** of adapting exercise to music to ensure appropriate progression and regression
3. describe how to develop participant co-ordination by building exercises/movements up gradually, to include:
 - layering techniques
 - holding patterns
4. describe effective methods of combining movements
5. describe the principles of **group behaviour management** during exercise to music sessions.

Range

Safe and effective alignment

Joint position, body position, range of movement

Methods

Arm position, range of movement, speed of movement, holding patterns, travelling modes, direction of travel, number of reps/sets, impact, mode

Group behaviour management

Ground rules, holding move, eye contact, re-enforcement of main instruction points

Unit 208

Outcome 2

Instructing Group Exercise to Music

Be able to prepare self and equipment for group exercise to music

Practical skills

The learner can:

1. prepare self to instruct the session
2. provide safe and appropriate **equipment** sufficient for the participants
3. organise sufficient space for safe exercise performance.

Range

Equipment

Stereo, dumbbells, hand weights, body bars, tubing, bands, mats

Unit 208

Outcome 3

Instructing Group Exercise to Music

Be able to prepare participants for group exercise to music

Practical skills

The learner can:

1. help participants feel welcome and at ease in the exercise environment
2. check participants' level of experience, ability and physical/medical condition
3. confirm or revise plans as appropriate
4. advise participants of the facility's emergency procedures
5. use warm up activities that are safe and effective for the participants.

Underpinning knowledge

The learner can:

1. explain the purpose and value of the session, including **warm-up** and **cool-down**
2. describe the exercises, including physical and technical demands.

Range

Warm-up

Mobility, pulse raising, preparatory stretch, prepare body for activity, gradually raise heart rate and temperature, skill rehearsal

Cool-down

Gradual decrease in heart rate and temperature to take body back to pre-exercise state, maintenance and developmental stretching

Unit 208

Outcome 4

Instructing Group Exercise to Music

Be able to instruct group exercise to music

Practical skills

The learner can:

1. give explanations and demonstrations that are technically correct with **safe and effective alignment** of exercise positions
2. communicate as appropriate to participants' needs
3. use volume, pitch and voice projection relative to the music, with and without a microphone
4. provide cueing to enable participants to work to the structure and phrase of the music
5. vary the pace and speed of exercise to ensure safety and effectiveness
6. ensure participants exercise safely
7. keep to the planned timings for the session.

Range

Safe and effective alignment

Joint position, body position, range of movement

Unit 208

Outcome 5

Instructing Group Exercise to Music

Be able to improve participants' performance in group exercise to music

Practical skills

The learner can:

1. adopt appropriate positions to observe participants and respond to their needs
2. check that participants can perform the exercises as instructed
3. use appropriate methods to correct and reinforce technique, including:
 - changing teaching positions
 - asking questions
 - verbal and visual communication
 - mirroring
4. provide feedback and instructing points which are timely, clear and motivational
5. adapt exercises with suitable **progressions and regressions** according to participants' needs.

Range

Progressions and regressions

Change variables: impact, direction, lever length, sets/repetitions, range of movement, speed of movement, effect of gravity

Unit 208

Outcome 6

Instructing Group Exercise to Music

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

Practical skills

The learner can:

1. allow sufficient time to end the session according to participants' needs
2. use **cool down activities** that are safe and effective for the participants
3. give the participants an accurate summary of **feedback** on the session
4. give the participants the opportunity to:
 - reflect on the session
 - ask questions
 - provide feedback
 - identify further needs
5. follow the correct procedures for checking and dealing with any equipment used
6. leave the environment in a condition acceptable for future use.

Range

Cool down activities

Light aerobics, maintenance and developmental stretching

Feedback

Question and answer, visual, verbal, written, praise and thank

Unit 208

Outcome 7

Instructing Group Exercise to Music

Be able to reflect on providing group exercise to music

Practical skills

The learner can:

1. review the outcomes of working with participants and their feedback
2. identify:
 - how well the exercises met participants' needs
 - how effective and motivational the relationship with the participants was
 - how well the instructing style matched the participants' needs
3. identify how to **improve personal practice**

Underpinning knowledge

The learner can:

1. explain the value of reflective practice

Range

Improve personal practice

Self-evaluation, self-development (CPD), action plan from feedback given, adaptations and alternatives

Unit 208

Outcome 8

Instructing Group Exercise to Music

Be able to support clients taking part in exercise to music

Practical skills

The learner can:

1. present a positive image of self and organisation to clients
2. establish an effective working relationship with clients
3. **communicate** with clients in a way that makes them feel valued
4. use motivational styles appropriate to the client and the exercise format

Range

Communicate

Verbal, body language appropriate volume, pitch and voice projection

Level: 2

Credit value: 5

Unit aim

This unit covers the skills and knowledge a fitness instructor needs to plan and prepare water-based sessions. This unit covers the planning and preparation of a water-based session for apparently healthy adults. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand how to collect participant information to plan water-based exercise
2. Understand how to use participant information to plan water-based exercise
3. Understand how to plan water-based exercise
4. Understand how to use music to enhance water-based exercise
5. Understand the particular features of the pool environment that affect session planning
6. Be able to plan safe and effective water-based exercise

Guided learning hours

It is recommended that **26** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D455 Plan and prepare water-based exercise

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 209

Planning Water-based Exercise Sessions

Outcome 1

Understand how to collect participant information to plan water-based exercise

Underpinning knowledge

The learner can:

1. explain the process of informed consent
2. describe different **methods** to collect client **information**, to include:
 - questionnaire
 - interview
 - observation
3. describe how to determine which method/s of collecting information are appropriate according to the individual
4. explain the principles of screening clients prior to water-based exercise to include the use of the physical activity readiness questionnaire (PAR-Q).

Range

Methods

Questionnaires: PAR-Q, lifestyle, nutrition, exercise history/preference

Interview: verbal questioning formal and informal

Observation

Physical measurements: height/weight, BMI, body statistics

Information

PAR-Q, personal details, personal goals, medical/health/exercise history, physical activity history/preferences, current health status, skill level, age, gender, lifestyle, occupation, potential barriers (availability, time, physical, emotional, cost)

Unit 209

Outcome 2

Planning Water-based Exercise Sessions

Understand how to use participant information to plan water-based exercise

Underpinning knowledge

The learner can:

1. describe the **factors**, based on client screening, which may affect safe exercise participation
2. give examples of how client information affects the planning of water-based exercise
3. identify the **reasons for temporary deferral** of exercise
4. explain the **reasons for referring clients** to **other professionals**.

Range

Factors

Medical conditions, age, gender, disability, pregnancy, illness, injury, smoking, alcohol, stress, body type, level of fitness, level of skill

Reasons for temporary deferral

Minor illness (cold), minor injury, referral to other professional

Reasons for referring clients

Debilitating injuries, conditions which cause concern, unqualified to deal with

Other Professionals

GP, consultant, physiotherapist, sports therapist, advanced instructor, special populations instructor

Unit 209

Outcome 3

Planning Water-based Exercise Sessions

Understand how to plan water-based exercise

Underpinning knowledge

The learner can:

1. describe how to plan water based exercise to meet the needs of clients with different objectives
2. identify a range of **water-based exercises** to develop:
 - cardio-vascular fitness
 - muscular fitness
 - flexibility
 - motor skills
3. identify the range of **equipment** used in water based sessions and their uses
4. describe the correct preparation of the range of equipment used in water based sessions
5. describe how to plan water based exercise using circuit formats.

Range

Water based exercises

Cardio-vascular fitness: any activity which works the CV system to include: walking, marching, jogging, star jumps, twists, knee lifts, leg kicks, squats, lunges, travelling moves, arm combinations.

Muscular fitness: any activity whose aim is to improve muscular strength and endurance to include: abdominal exercises, squats, leg raises, propulsion exercises

Flexibility: static, dynamic and ballistic stretching

Motor skills: a range of exercises that help to improve balance, agility, co-ordination usually combined in the main components of a group exercise to music session

Equipment

Water resistance equipment, flotation aids

Unit 209

Outcome 4

Planning Water-based Exercise Sessions

Understand how to use music to enhance water-based exercise

Underpinning knowledge

The learner can:

1. describe how to select the speed and type of music for the participants and **phase of the class**
2. describe the **legal requirements** covering the use of music
3. describe the effect of pacing and speed of exercises in an aquatic environment.

Range

Phase of the class

Warm-up: mobility, pulse raiser, preparatory stretch main component; cool-down including flexibility

Legal requirements

Public Phonographic Licence (PPL), Performing Rights Society (PRS), subscription services, PPL free music

Unit 209

Outcome 5

Planning Water-based Exercise Sessions

Understand the particular features of the pool environment that affect session planning

Underpinning knowledge

The learner can:

1. describe the **effect of the use of shallow and deep water** when planning water based sessions
2. describe the importance of the following environmental factors when planning sessions:
 - water temperature and depth
 - humidity
 - air temperature
3. describe the effects of thermoregulation on class structure
4. identify the factors to consider when including non-swimmers in a session
5. describe specific **factors** which can affect safety during water-based sessions
6. describe how to plan the management of risks during water-based sessions.

Range

Effect of the use of shallow and deep water

Changes in- gravitational pull, hydrostatic pressure, impact, control of motion, body alignment, use of arms

Factors

Recovery in water, depth of water, flotation aids, position in pool, pool slope, pool water level, participants clothing, participants experience, swimming ability, other activities in pool

Unit 209

Outcome 6

Planning Water-based Exercise Sessions

Be able to plan safe and effective water-based exercise

Practical skills

The learner can:

1. select **water-based exercises** that will help clients to develop:
 - cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
2. plan safe and effective water-based exercise to achieve planned objectives for the session
3. select a range of exercises that are safe and appropriate for participants and include possible alternatives
4. include the use of music where appropriate to the sessions' objectives
5. plan realistic timings and sequences
6. record plans in an appropriate format.

Underpinning knowledge

The learner can

1. identify objectives that are appropriate to:
 - the likely needs and potential of the participants
 - accepted good practice in the industry
 - own level of competence

Range

Water based exercises

Cardio-vascular fitness: any activity which works the CV system to include: walking, marching, jogging, star jumps, twists, knee lifts, leg kicks, squats, lunges, travelling moves, arm combinations.

Muscular fitness: any activity whose aim is to improve muscular strength and endurance to include: abdominal exercises, squats, leg raises, lower back exercises

Flexibility: static, dynamic and ballistic stretching

Motor skills: a range of exercises that help to improve balance, agility, co-ordination usually combined in the main components of a group exercise to music session

Level: 2

Credit value: 6

Unit aim

This unit covers the skills and knowledge a fitness instructor needs to instruct and supervise water-based sessions to apparently healthy adults. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does **not** cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of instructing water-based exercise
2. Be able to prepare self and equipment for water-based exercise
3. Be able to prepare participants for water-based sessions
4. Be able to instruct water-based exercise
5. Be able to improve participants' performance in water-based exercise
6. Be able to bring a water-based session to an end
7. Be able to reflect on providing water-based sessions
8. Be able to support clients taking part in water-based exercise sessions

Guided learning hours

It is recommended that **38** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D456 Instruct water-based exercise.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skillactive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 210

Instructing Water-based Exercise

Outcome 1

Understand the principles of instructing water-based exercise

Underpinning knowledge

The learner can:

1. identify the **safe and effective alignment** for a range of water-based exercise positions to develop:
 - cardiovascular fitness
 - muscular fitness
 - motor skills
2. identify different **methods** of adapting water-based exercises to ensure appropriate progression and/or regression
3. describe how to break a range of water-based exercises and their movements down to their component parts
4. describe how to develop participant co-ordination by building exercises/movements up gradually
5. describe effective methods of building combinations of movements
6. describe the principles of **group behaviour management** during water-based sessions
7. describe the effect of levers, gravity buoyancy, floatation, turbulence and resistance on water-based exercise
8. describe the effect water has on the body, for example static and travelling balance, greater range of joint movement, mobility, hyperbaric pressure on the chest
9. describe how water-based exercise can assist injury rehabilitation

Range

Safe and effective alignment

Joint position, body position, range of movement

Methods

Arm positions, range of movement, speed of movement, holding patterns, travelling modes, direction of travel, number of reps/sets, impact, mode, depth of water, use of flotation aids, use of water resistance equipment

Group behaviour management

Ground rules, holding move, eye contact, re-enforcement of main instruction points

Unit 210

Outcome 2

Instructing Water-based Exercise

Be able to prepare self and equipment for water-based exercise

Practical skills

The learner can:

1. prepare self to teach the session
2. provide safe and appropriate **equipment** sufficient for the participants
3. organise sufficient space for safe exercise performance.

Range

Equipment

Water resistance equipment, flotation aids

Unit 210

Outcome 3

Instructing Water-based Exercise

Be able to prepare participants for water-based sessions

Practical skills

The learner can:

1. help participants feel welcome and at ease in the pool environment
2. check participants' level of experience, ability and physical/medical condition
3. identify the correct attire for participants
4. explain the purpose and value of the exercises, including **warm-up** and **cool-down**
5. explain the agreed exercises, including physical and technical demands
6. confirm or revise plans as appropriate
7. advise participants of the facility's emergency procedures
8. use warm up activities that are safe and effective for the participants
9. advise participants where to position themselves in the pool relevant to their level of experience.

Range

Warm-Up

Mobility, pulse raising, preparatory stretch, prepare body for activity, gradually raise heart rate and temperature, skill rehearsal

Cool-Down

Gradual decrease in heart rate and temperature to take body back to pre-exercise state, maintenance and developmental stretching

Unit 210

Outcome 4

Instructing Water-based Exercise

Be able to instruct water-based exercise

Practical skills

The learner can:

1. give explanations and demonstrations that are technically correct with **safe and effective alignment** and timing and movement quality of exercise positions that clearly translate to participants in the water
2. **communicate** as appropriate to participants' needs
3. use volume, pitch and voice projection with or without a microphone
4. provide cueing to enable participants as appropriate to the session
5. vary the pace and speed of exercise to ensure safety and effectiveness in the water
6. ensure participants exercise safely
7. keep to the timings for the session.

Range

Safe and effective alignment

Joint position, body position, range of movement

Communicate

Verbal and non-verbal communication

Unit 210

Outcome 5

Instructing Water-based Exercise

Be able to improve participants' performance in water-based exercise

Practical skills

The learner can:

1. adopt appropriate positions to observe all participants and respond to their needs
2. check that participants can perform the exercises as planned
3. use appropriate teaching methods to correct and reinforce technique, including:
 - changing teaching positions
 - asking questions
 - verbal and visual communication
 - mirroring
 - developing exercises gradually
4. provide feedback and instructing points which are timely, clear and motivational
5. **adapt exercises** with suitable progressions and regressions according to participant needs.

Range

Adapt exercises

Change variables: impact, direction, lever length, sets/repetitions, range of movement, speed of movement, depth of water, position in pool, use of pool side, use of floatation/resistance equipment

Unit 210

Outcome 6

Instructing Water-based Exercise

Be able to bring a water-based session to an end

Practical skills

The learner can:

1. allow sufficient time to end the session according to participants' needs
2. use **cool-down activities** that are safe and effective for the participants
3. give the participants an accurate summary of **feedback** on the session
4. give the participants the opportunity to:
 - reflect on the session
 - ask questions
 - provide feedback
 - identify further needs
5. follow the correct procedures for checking and dealing with any equipment used
6. leave the environment in a condition acceptable for future use.

Range

Cool-down activities

Light aerobics, maintenance and developmental stretching

Feedback

Question and answer, visual, verbal, written, praise and thank

Unit 210

Outcome 7

Instructing Water-based Exercise

Be able to reflect on providing water-based sessions

Practical skills

The learner can:

1. review the outcomes of working with participants and their **feedback**

Underpinning knowledge

The learner can:

1. identify:
 - how well the exercises met participants' needs
 - how effective and motivational the relationship with the participants was
 - how well the instructing style matched the participants' needs
2. identify how to **improve personal practice**
3. explain the value of reflective practice.

Range

Feedback

Question and answer, visual, verbal, written

Improve personal practice

Self-evaluation, self-development (CPD), action plan from feedback given, adaptations and alternatives

Unit 210

Outcome 8

Instructing Water-based Exercise

Be able to support clients taking part in water-based exercise sessions

Practical skills

The learner can:

1. present a positive image of self and organisation to clients
2. establish an effective working relationship with clients
3. **communicate** with clients in a way that makes them feel valued
4. use motivational styles appropriate to the client and the exercise format

Range

Communicate

Verbal, body language appropriate volume, pitch and voice projection

Unit 211

Planning Health-related Exercise and Physical Activity for Children

Level: 2

Credit value: 3

Unit aim

This unit covers the skills and knowledge that instructors need to plan structured health-related exercise and physical activity for apparently healthy children in the age range 5-15 inclusive. Instructors will need specific knowledge about child development and the appropriateness of different activities to different groups. They will also need to demonstrate a good understanding of children's needs and how to safeguard their health, safety and welfare. Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand how to collect relevant information to plan health-related exercise/physical activity for children
2. Be able to collect relevant information to plan safe and effective exercise/physical activity for children
3. Understand how to use information to plan health-related exercise/physical activity for children
4. Understand how to plan safe and effective exercise/physical activity for children
5. Be able to plan safe and effective exercise/physical activity for children

Guided learning hours

It is recommended that **23** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS Unit D457 Plan health related exercise and physical activity for children.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive.

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Note

It is not a necessary requirement for learners to be CRB checked in order to undertake this unit.

Unit 211

Planning Health-related Exercise and Physical Activity for Children

Outcome 1

Understand how to collect relevant information to plan health-related exercise/physical activity for children

Underpinning knowledge

The learner can:

1. describe the **process of screening** as it applies to children
2. explain the process of informed consent as it applies to children
3. describe different methods to collect **information**:
 - questionnaire
 - interview
 - observation
 - physical measurements
4. describe how to determine which method/s of collecting information are appropriate according to the individual child.

Range

Process of screening

Parental involvement, parental permission

Information

PAR-Q, personal details, medical/health history, current health status, age, gender, emergency contact, allergies/intolerances

Unit 211

Planning Health-related Exercise and Physical Activity for Children

Outcome 2

Be able to collect relevant information to plan safe and effective exercise/physical activity for children

Practical skills

The learner can:

1. collect the **information** needed to plan exercise/physical activity sessions for children
2. make sure the information is accurate and up-to-date
3. give examples of how client information affects the planning of exercise/physical activity for children
4. make sure there is informed parental/carer consent for the exercise/physical activity sessions
5. maintain confidentiality of information.

Range

Information

PAR-Q, personal details, medical/health history, current health status, age, gender, emergency contact, allergies/intolerances

Unit 211

Planning Health-related Exercise and Physical Activity for Children

Outcome 3

Understand how to use information to plan health-related exercise/physical activity for children

Underpinning knowledge

The learner can:

1. describe the **factors**, based on client screening, which may affect safe exercise/physical activity participation for children
2. give example of how **information** affects the planning of health-related exercise/physical activity sessions for children
3. identify the **reasons for temporary deferral** of exercise in children
4. explain the **reasons for referring children** to other professionals
5. describe the process of referring children to **other professionals**.

Range

Factors

Heredity, lifestyle, age, gender, current health, nutrition

Information

PAR-Q, personal details, medical/health history, current health status, age, gender emergency contact, allergies/intolerances

Reasons for temporary deferral

Mild illnesses, minor injuries, referral to other professional

Reasons for referring children

Debilitating injuries, conditions which cause concern, unqualified to deal with

Other professionals

GP, consultant, physiotherapist, sports therapist, advanced instructor, special populations instructor

Unit 211

Planning Health-related Exercise and Physical Activity for Children

Outcome 4

Understand how to plan safe and effective exercise/physical activity for children

Underpinning knowledge

The learner can:

1. identify the **key stages** in planning and preparing exercise/physical activity for children
2. outline how to identify objectives for sessions based on collected information and ensure they:
 - promote and enhance activity levels
 - improve social skills
 - promote personal development
 - improve skills and techniques
 - provide opportunities for fun and enjoyment
3. outline how the use of music can enhance exercise/physical activity sessions for children
4. describe how to apply the **principles and variables of fitness** to a range of activities to achieve health benefits and **required levels** of physical activity in children
5. identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives
6. outline the importance and application of **warm-up** and **cool-down** when designing exercise/physical activity for children.

Range

Key stages

Screening, resources, safety of children, parental consent

Principles and variables of fitness

Principles: progression, overload, specificity, reversal

Variables: type of activity, duration, frequency, intensity

Required levels

FITT principles for children

Warm-up

Mobility, pulse raising, preparatory stretch

Cool-down

Light aerobic exercise followed by stretching

Unit 211

Planning Health-related Exercise and Physical Activity for Children

Outcome 5

Be able to plan safe and effective exercise/physical activity for children

Practical skills

The learner can:

1. identify objectives that are appropriate to:
 - the needs and potential of children
 - accepted good practice in the industry
 - the learner's own level of competence
 - the aims of the session
2. plan exercise/physical activity that will help the children achieve the planned objectives
3. **structure** the session so that the children will be motivated to adhere to exercise/physical activity
4. plan realistic timings for sessions
5. identify **ground rules for behaviour** that will minimise risks to the children
6. record plans in an appropriate format.

Range

Structure

Warm-up activities that mobilise and pulse raise and dynamic stretches

Main component: a variety of activities that allow interval training

Coo-down activities: light aerobic activities and stretches relevant to age group

Ground rules for behaviour

Control word, safe area, toilet supervision, leaving the area, game/activity rules

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Level: 2

Credit value: 6

Unit aim

This unit covers the skills and knowledge an instructor needs to deliver structured health-related exercise and physical activity sessions for apparently healthy children in the age range 5-15 inclusive. The instructor needs to communicate and demonstrate skills and techniques in a way appropriate to the children's level of understanding, giving them the opportunity to take part in physical activity and providing clear and positive feedback, motivation and support.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of instructing health related exercise/physical activity to children
2. Understand the principles of motivating children to adhere to exercise/physical activity
3. Be able to prepare children for exercise/physical activity
4. Be able to instruct exercise/physical activity to children
5. Be able to support children to take part in exercise/physical activity
6. Be able to bring an exercise/physical activity session to an end
7. Be able to reflect on providing health-related exercise/physical activity for children

Guided learning hours

It is recommended that **36** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Instructing Exercise and Fitness 2009 NOS D458 Instruct health related exercise and physical activity to children.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive

Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Note

It is not a necessary requirement for learners to be CRB checked in order to undertake this unit.

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 1

Understand the principles of instructing health related exercise/physical activity to children

Underpinning knowledge

The learner can:

1. identify the **safe and effective alignment** for a range of health-related exercises/physical activities for children
2. identify different **methods** of adapting health-related exercise/physical activity to the needs of children
3. describe how to develop children's co-ordination by building exercises/movements up gradually
4. describe the principles of **group behaviour management** when working with children in the age range 5-15.

Range

Safe and effective alignment

Joint position, body position, range of movement

Methods

Altering or adapting: intensity, sets, repetitions, mode, order, number of exercises, speed, range of movement

Use of resources: balls, hoops, cones, ropes, parachute, sacks, bean bags, hoppers, bats/racquets

Group behaviour management

Ground rules: control word, safe area, supervision requirements (i.e. going outside of exercise area)

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 2

Understand the principles of motivating children to adhere to exercise/physical activity

Underpinning knowledge

The learner can:

1. explain why children need to take personal responsibility for their own fitness and motivation
2. identify the typical **barriers to exercise/physical activity** that children experience
3. describe **strategies** that can help children overcome these barriers
4. explain how **incentives and rewards**, appropriate to a range of children, can be used to strengthen motivation and adherence
5. explain how children's exercise/physical preferences can be used to strengthen motivation and adherence
6. describe how to assist children develop their own strategy for motivation and adherence appropriate to their age.

Range

Barriers to exercise/physical Activity

Parental support, parent availability, likes/dislikes, nearest clubs, cost, peer involvement

Strategies

Accessibility, cost, time, fun

Incentives and rewards

Praise, encouragement, round of applause, recognition of achievement, awards, certificates, roll of honour

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 3

Be able to prepare children for exercise/physical activity

Practical skills

The learner can:

1. help the children feel welcome and at ease in the exercise environment
2. provide sufficient and appropriate resources for the session
3. follow the correct procedures for registering the children attendance
4. check the children's level of experience, ability and physical/medical condition
5. confirm or revise plans in the light of new information
6. explain the purpose and value of the exercises/physical activities, including the **warm-up** and **cool-down**
7. explain the agreed exercises/physical activities, including physical and technical demands
8. provide clear information about the **ground rules** for behaviour and the reasons for these
9. advise children, parents and carers of the facility's emergency procedures.

Range

Warm-up

To include mobility, pulse raising and dynamic stretching relevant to the age group

Cool-down

Light aerobics and stretching activities relevant to the age group

Ground rules

Control word, safe area, general rules of behaviour, when leaving area

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 4

Be able to instruct exercise/physical activity to children

Practical skills

The learner can:

1. check that children are appropriately dressed for exercise/physical activity
2. develop and maintain an atmosphere of fun and enjoyment
3. prepare the children for the session using safe and effective **warm-ups**
4. give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children
5. **communicate** with the children in a way that:
 - is appropriate to their needs
 - is fun
 - motivates them to take part
 - monitor that the children take part in the session in a safe manner
 - keep to the planned timings for the session
6. use appropriate volume, pitch and voice projection according to the exercise/physical activity
7. provide cueing to enable participants to work to the structure and phrase of the music, where relevant.

Range

Warm-ups

Dependant on age group, similar to that of main components

Communicate

Verbal, body language

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 5

Be able to support children to take part in exercise/physical activity

Practical skills

The learner can:

1. present a positive image of self and organisation to children
2. establish an effective working relationship with children
3. **communicate** with children in a way that makes them feel valued
4. use motivational styles appropriate to children and the exercise/physical activity format
5. give the children attention and motivation as appropriate to their needs
6. provide appropriate **progressions and regressions**
7. use appropriate methods to correct and reinforce technique, including:
 - changing positions
 - asking questions
 - making adaptations/offering alternatives
 - using verbal communication
 - using visual communications
8. build exercises/physical activities gradually as appropriate to the children
9. manage children's behaviour throughout the session
10. provide guidance and feedback which is timely, clear and helps children achieve the objectives
11. **adapt** the exercises/physical activities to the changing needs of the children during the session.

Range

Communicate

Verbal, body language

Progressions and regressions

Interval training, more complex rules, easier rules, bigger/smaller hoops, cones etc. more/less exercise area, different resources

Adapt

Change rules, change groups, change resources, change game/activity, make duration shorter/longer

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 6

Be able to bring an exercise/physical activity session to an end

Practical skills

The learner can:

1. allow sufficient time to end the session
2. end the session using **cool-down activities** that are safe and effective for the children
3. provide motivational feedback on the session to the children
4. provide the children with the opportunity to:
 - think about the session
 - ask questions
 - provide **feedback**
5. follow the correct procedures for checking and dealing with any equipment used
6. leave the environment in a condition acceptable for future use.

Range

Cool-down activities

Quieter, slower games, walking, light aerobic activities

Feedback

Question and answer, visual, verbal, written, praise and thank

Unit 212

Instructing Health-related Exercise and Physical Activity for Children

Outcome 7

Be able to reflect on providing health-related exercise/physical activity for children

Practical skills

The learner can:

1. **review** the outcomes of working with children, their **feedback** and feedback from other adults/carers

Underpinning knowledge

The learner can:

1. identify:
 - how well the exercises/physical activities met children's needs
 - how effective and motivational the relationship with the children was
 - how well the instructing style matched the children's needs
2. identify how to **improve personal practice**
3. explain the value of reflective practice.

Range

Review

How well the client's goals are met, how effective the planned activities were, how effective the motivational relationship with the client was, how well the instructing styles matched the clients

Feedback

Question and answer, visual, verbal, written

Improve personal practice

Self-evaluation, self-development (CPD), action plan from feedback given, adaptations and alternatives

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Anatomy and Physiology for Exercise	City & Guilds Online 4926-201 multiple choice test (GOLA). The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
202	Health, Safety and Welfare in a Fitness Environment	Assignment 4926-202 Short- answer test. The assessment covers all of the knowledge outcomes. Externally set test, internally marked and externally verified.	Order Assessment pack from publications or access it on our website Stock code: TS024926
203	Principles of Exercise, Fitness and Health	City & Guilds Online 4926-203 multiple choice test (GOLA). The assessment covers all of the knowledge outcomes.	Examinations provided on GOLA.
204	Know How to Support Clients who take part in Exercise and Physical Activity	Assignment 4926-204 Short- answer test. The assessment covers all of the knowledge outcomes. Externally set test, internally marked and externally verified.	Order Assessment pack from publications or access it on our website Stock code: TS024926
205	Planning Gym-based Exercise	Assignment 4926-205 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. City & Guilds devised assignment, internally marked, externally verified.	Order Assessment pack from publications or access it on our website Stock code: TS024926
206	Instructing Gym-based Exercise	Assignment 4926-206 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. City & Guilds devised assignment, internally marked, externally verified.	Order Assessment pack from publications or access it on our website Stock code: TS024926
207	Planning Group Exercise to Music Sessions	Assignment 4926-207 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit. City & Guilds devised assignment, internally marked, externally verified.	Order Assessment pack from publications or access it on our website Stock code: TS024926

Unit No.	Title	Assessment Method	Where to obtain assessment materials
208	Instructing Group Exercise to Music	<p>Assignment 4926-208 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>City & Guilds devised assignment, internally marked, externally verified.</p>	<p>Order Assessment pack from publications or access it on our website Stock code: TS024926</p>
209	Planning Water-based Exercise	<p>Assignment 4926-209 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>City & Guilds devised assignment, internally marked, externally verified.</p>	<p>Order Assessment pack from publications or access it on our website Stock code: TS024926</p>
210	Instructing Water-based Exercise	<p>Assignment 4926-210 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>City & Guilds devised assignment, internally marked, externally verified.</p>	<p>Order Assessment pack from publications or access it on our website Stock code: TS024926</p>
211	Planning Health-related Exercise and Physical Activity for Children	<p>Assignment 4926-211 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>City & Guilds devised assignment, internally marked, externally verified.</p>	<p>Order Assessment pack from publications or access it on our website Stock code: TS024926</p>
212	Instructing Health-related Exercise and Physical Activity for Children	<p>Assignment 4926-212 The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>City & Guilds devised assignment, internally marked, externally verified.</p>	<p>Order Assessment pack from publications or access it on our website Stock code: TS024926</p>

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.1 Test specifications

The test specifications for the units 201 and 203 below:

Test 1: Unit 201 Anatomy and Physiology for Exercise (4926-201)

Duration: 75 mins

Unit number	Outcome	No. of questions	%
4926-201	1. Understand the structure and function of the circulatory system	9	19
	2. Understand the structure and function of the respiratory system	6	12
	3. Understand the structure and function of the skeleton	9	19
	4. Understand joints in the skeleton	5	10
	5. Understand the muscular system	10	21
	6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise	3	6
	7. Understand energy systems and their relation to exercise	2	4
	8. Understand the nervous system and its relation to exercise	4	9
Total		48	100

Test 2: Unit 203 Principles of Exercise, Fitness and Health (4926-203)

Duration: 60 mins

Unit number	Outcome	No. of questions	%
4926-203	1. Understand the effects of exercise on body systems	10	25
	2. Understand the components of fitness	3	7.5
	3. Understand how to apply the principles and variables of fitness to an exercise programme	10	25
	4. Understand the exercise contraindications and key safety guidelines for special populations	4	10
	5. Understand how to safely monitor exercise intensity	1	2.5
	6. Understand the health benefits of physical activity	2	5
	7. Understand the importance of healthy eating	10	25
Total		40	100

4.2 Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

For further information to assist with the planning and development of the programme, please refer to the following:

- Useful material is available on SmartScreen.
- SkillsActive website address **www.skillsactive.com**

Appendix 1 Reading List

Archer, David & Coulson, Morc (2008) - The Advanced Fitness Instructor's Handbook (Fitness Professionals), A & C Black

Barough, Nina (2004) - Walking for Fitness, Dorling Kindersley Publishers Ltd

Beachle, Thomas R & Groves, Roger (3rd edition 2006) - Weight Training - Steps to Success, Human Kinetics

Bean, A (3rd edition 2008) - The Complete Guide to Strength Training, A & C Black

Brooks, Douglas (2001) - Effective Strength Training, Human Kinetics

Champion, Nigel, Hurst, A & C Black (2000) - The Aerobic Instructors Handbook

Coulson, Morc (2007) – The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals), A & C Black

Delavier, Frederic (2005) - Strength Training Anatomy, Human Kinetics Europe Ltd

Dalgleish, Julia & Dollery, Staurt (2001) – The Health & Fitness Handbook, Longman

Egger, Gary, Champion, Nigel and Bolton, Alan (4th edition 2004) - The Fitness Leader's Handbook, A & C Black

Lawrence, Debbie & Hope, Bob (2nd edition 2007) - The Complete Guide to Circuit Training, A & C Black

Lawrence, Debbie (3rd edition 2009) - The Complete Guide to Exercise to Music, A & C Black

Lawrence, Debbie & Barnett, Louise (2006) - GP Referral Schemes (Fitness Professionals), A & C Black

Lawrence, Debbie (3rd edition 2008) - Exercise in Water (Complete Guide to), A & C Black

Matt, M (1982) - Human Anatomy Colouring Book, Dover Publications

Netter, Frank (2006) - Atlas of Human Anatomy, Icon Learning Systems

Norris, Christopher (20029) – The Complete Guide to Abdominal Training, Complete Guides, A & C Black

Norris, Christopher (2004) - The Complete Guide to Stretching, A & C Black

Pahmeier, Iris & Niederbaumer, Corinna (2000) - Step Aerobics – The complete guide, Meyer & Meyer

Stark, Freddy (2000) - Start exploring "Gray's Anatomy" – A fact filled colouring book, Running Press

Walker, Brad (2007) – The Anatomy of Stretching – Lotus Publishing

Appendix 2 Key words and terms

The following key words and terms are used in the units.

Term	Definition
ATP	Adenosine Triphosphate
CHD	Coronary Heart Disease
COSHH	Control of Substances Hazardous to Health
CV	Cardiovascular
DDA	Disability Discrimination Act
EAPS	Emergency Action Plans
EOPS	Emergency Operating Procedures
FITT	Frequency, Intensity, Time, Type
MSE	Muscular Strength and Endurance
NOPS	Normal Operating Procedures
PAR-Q	Physical Activity Readiness Questionnaire
REPS	Register of Exercise Professionals
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
RPE	Rate of Perceived Exertion

Appendix 3 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

These qualifications have connections to the:

- Level 2 N/SVQ in Exercise and Fitness Instructing
- Sports and Recreation

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Providing City & Guilds qualifications – A Guide to Centre and Qualification Approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- the centre and qualification approval process and forms
- assessment, verification and examination roles at the centre
- registration and certification of candidates
- non-compliance
- complaints and appeals
- equal opportunities
- data protection
- frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- management systems
- maintaining records
- assessment
- internal verification and quality assurance
- external verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre events
- ***Online assessment***
Contains information on how to register for GOLLA assessments.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

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