

YMCA Level 2 Award in Instructing Group Circuit Training (603/3751/5)

YMCA Level 2 Certificate in Instructing Group Circuit Training (603/3752/7)

Qualification Specification



YMCA Awards

112 Great Russell Street

London

WC1B 3NQ

020 7343 1800

www.ymcaawards.co.uk

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Operational start date: 1st November 2018

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YMCA Level 2 Award in Instructing Group Circuit Training (603/3751/5)
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Qualification Specification | Version 1

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Introduction

About YMCA Awards

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

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

Qualification overview

These qualifications are regulated by:

- Ofqual
- QW (Qualifications Wales).

Qualification aim

The aims of these qualifications are to develop the knowledge, skills and behaviours of learners to enable them to professionally prescribe, plan and deliver safe and effective exercise programmes within a gym or health club environment as a Level 2 Group Exercise instructor in the context of Circuit Training.

Overview of knowledge, skills and understanding

- Anatomy and physiology including:
 - the heart and circulatory system
 - the respiratory system
 - the digestive system
 - structure and function of the skeleton
 - musculoskeletal system
 - postural and core stability
 - the nervous and energy systems and their relation to exercise.
- Principles of working in the gym environment, including customer service and how to maintain health, safety and welfare
- How to conduct consultations and promote the health benefits of physical activity

- How to communicate with clients effectively, and motivate clients to adhere to an exercise programme
- The skills and knowledge required to plan and deliver a group circuit training session with apparently healthy adults. This may include older adults (50 plus) and (providing they are part of a larger adult group) young people aged 13-18.

Target group and age range

This qualification is aimed at a range of learners aged 16 plus.

Qualification structure

To achieve the YMCA Level 2 **Certificate** in Instructing Group Circuit Training (603/3752/7), learners must successfully complete 5 mandatory units:

| Unit reference number | Unit title | Level | Credit |
|-----------------------|--|-------|--------|
| K/616/7823 | Anatomy and physiology for exercise and fitness instructors | 2 | 6 |
| M/616/7824 | Providing a positive customer experience in the exercise environment | 2 | 5 |
| K/616/7949 | Lifestyle management and health awareness | 2 | 2 |
| R/617/1395 | Principles of planning and delivering group exercise | 2 | 5 |
| R/617/2904 | Plan and deliver group circuit training | 2 | 2 |

The Total Qualification Time (TQT) for this qualification is 200. The Guided Learning Hours (GLH) assigned are 134

To achieve the YMCA Level 2 **Award** in Instructing Group Circuit Training (603/3751/5), learners must successfully complete 2 mandatory units:

| Unit reference number | Unit title | Level | Credit |
|-----------------------|--|-------|--------|
| R/617/1395 | Principles of planning and delivering group exercise | 2 | 5 |
| R/617/2904 | Plan and deliver group circuit training | 2 | 2 |

The Total Qualification Time (TQT) for this qualification is 71. The Guided Learning Hours (GLH) assigned are 45.

Total Qualification Time (TQT)

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

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

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

Guided Learning Hours (GLH)

This is:

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

This is **not**:

Unsupervised learning such as:

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

Recommended Guided Learning Hours – our ongoing review

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

Entry requirements

Learners must be at least 16 years old to complete the YMCA Level 2 Award or Certificate in Instructing Group Circuit Training.

In addition, learners completing the YMCA Level 2 Award in Instructing Group Circuit Training must hold a regulated Level 2 qualification mapped to either the CIMSPA Core Group Exercise Instructor or Gym Instructor professional standards.

Opportunities for progression

These qualifications can lead to employment as a group exercise instructor within a fitness facility.

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

- Apprenticeship in exercise and fitness
- YMCA Level 3 Award in Business Skills for the Fitness Professional
- YMCA Level 3 Award in Instructing Outdoor Fitness
- YMCA Level 3 Award in Sport
- YMCA Level 3 Award in Sports Conditioning
- YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients
- YMCA Level 3 Diploma in Personal Training
- YMCA Level 3 Diploma in Sports Massage Therapy.

Mapping to standards

This qualification is fully mapped to The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for a core group exercise instructor.

Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website:

www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre.

Qualification approval

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

Tutor, assessor and IQA requirements

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

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

Tutors

Tutors must:

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

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

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

If none of the above are held, the centre's YMCA Awards EQA will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

Assessors

Assessors must:

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

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

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

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

If none of the above qualifications are held, the centre's YMCA Awards EQA will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor; however, the assessor cannot be the internal quality assurer.

Internal Quality Assurers

Internal quality assurers must:

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

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

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

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

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

It is also recommended that IQAs hold a recognised assessor qualification.

Registration

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

Qualification availability

This qualification is available in:

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

Reasonable adjustments and special considerations

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

Enquiries and appeals procedures

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

Assessment and quality assurance

How the qualifications are assessed

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

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

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

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

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

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

The YMCA Level 2 Certificate in Instructing Group Circuit Training is assessed through a combination of internal and external assessment.

Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

Using a Learner Assessment Record (LAR)

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

To check if an LAR is available for this qualification, please make sure you are logged into the centre home on the website and follow this link: www.ymcaawards.co.uk/download-resources/lars.

Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

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

- summary of achievement.

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

The 'Qualification content' section of this specification will give you a guide to selecting appropriate assessment methods.

External assessment

There is external assessment in the form of a multiple choice theory paper for the Level 2 Anatomy and physiology for exercise and fitness instructors unit (K/616/7823). To view mock papers, please log into the centre home page here: <https://www.ymcaawards.co.uk/centre-resources/sample-assessment-materials>

Assessors

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

Internal and external quality assurance

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

Qualification content

Unit specifications and recommended assessment methods

Anatomy and physiology for exercise and fitness instructors (K/616/7823)

Unit aim

This unit develops the learner's knowledge of anatomy and physiology and how it relates to exercise and fitness.

Unit content

The learner will:

1. Know the structure and function of the circulatory system

The learner can:

- 1.1 Identify the location and function of the heart
- 1.2 Describe the structure of the heart
- 1.3 Describe how blood moves through the 4 chambers of the heart
- 1.4 Describe systemic and pulmonary circulation
- 1.5 Describe the structure and functions of blood vessels
- 1.6 Define blood pressure
- 1.7 Identify blood pressure classifications

The learner will:

2. Understand the structure and function of the respiratory system

The learner can:

- 2.1 Identify the location and function of the lungs

2.2 Describe the structure of the lungs

2.3 Identify the main muscles involved in breathing

2.4 Describe the passage of air through the respiratory tract

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

The learner will:

3. Understand anatomical terminology

The learner can:

3.1 Identify movements/exercises that occur in each anatomical plane

3.2 Identify anatomical terms of location

The learner will:

4. Understand the structure and function of the skeleton

The learner can:

4.1 Describe the basic functions of the skeleton

4.2 Identify the structures of the axial skeleton

4.3 Identify the structures of the appendicular skeleton

4.4 Explain the classification of bones

4.5 Explain the structure of long bone

4.6 Explain the stages of bone growth

4.7 Describe posture in terms of curves of the spine

The learner will:

5. Understand joints in the skeleton

The learner can:

5.1 Describe the classification of joints

5.2 Describe the structure of synovial joints

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

5.4 Describe joint movement potential and joint actions

The learner will:

6. Understand the muscular system

The learner can:

6.1 Identify the 3 types of muscle tissue

6.2 Define the characteristics and functions of the 3 types of muscle tissue

6.3 Describe the basic structure and function of skeletal muscle

6.4 Name and locate major superficial and deep skeletal muscles

6.5 Describe the structure and function of the pelvic floor muscles

6.6 Describe the different types of muscle action

6.7 Identify the joint actions brought about by specific muscle actions

6.8 Identify skeletal muscle fibre types and their characteristics

The learner will:

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

The learner can:

7.1 Describe the life-course of the musculoskeletal system, including implications for special populations exercise:

- young people in the 13-18 age range
- older people (50 plus)
- antenatal and postnatal

The learner will:

8. Understand the structure and function of the digestive system

The learner can:

8.1 Identify the function of the following in the digestive process:

- mouth (tongue, teeth, salivary glands)
- pharynx
- oesophagus
- stomach
- pancreas
- gallbladder and bile ducts
- liver
- small intestine
- large intestine (colon)

8.2 Describe how the main nutrient groups are broken down and absorbed in the digestive system

8.3 Identify the role of fibre in the digestive process

8.4 Identify the role of the liver and pancreas in assisting digestion

8.5 Identify the timescales for the digestive process to take place

8.6 Describe the importance of fluid intake in the digestive process

The learner will:

9. Understand energy systems and their relation to exercise

The learner can:

9.1 Describe how carbohydrates, fats and proteins are used in the production of energy

9.2 Explain the use of the 3 energy systems during exercise

The learner will:

10. Understand the nervous system and its relation to exercise

The learner can:

10.1 Describe the role and functions of the nervous system

10.2 Describe the principles of muscle contraction

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

10.4 Describe how exercise can enhance neuromuscular connections and improve motor skills

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| Assessment specification | Multiple choice theory paper (Externally assessed) |
| | Assessment workbook (Section A) |

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Providing a positive customer experience in the exercise environment (M/616/7824)

Unit aim

This unit develops the knowledge and skills an exercise and fitness instructor needs to present themselves in a professional manner, provide excellent customer service and demonstrate effective communication skills. Above all, to provide a positive customer experience, an exercise and fitness instructor needs to ensure the exercise environment meets health and safety requirements.

Unit content

The learner will:

1. Understand customer needs and expectations

The learner can:

- 1.1 Identify the types of customers attending a local exercise and fitness facility
- 1.2 Identify the different requirements of customers attending a local exercise and fitness facility
- 1.3 Identify how a local exercise and fitness facility meets different types of customer requirements
- 1.4 Describe how to identify and confirm a customer's expectations
- 1.5 Explain the importance of gathering feedback to meet customer expectations
- 1.6 Identify methods of gathering customer feedback
- 1.7 Explain the importance of responding promptly to a customer seeking assistance
- 1.8 Identify ways in which an exercise and fitness instructor could build social support and inclusion in an exercise environment

The learner will:

2. Understand the principles of customer service

The learner can:

2.1 Describe the products and services in a local exercise and fitness facility that may be available to customers

2.2 Describe the personal attributes required to display a high level of customer service in an exercise environment

2.3 Identify the ways in which an exercise and fitness instructor could present themselves in a professional and approachable manner

2.4 Describe how an exercise and fitness instructor could contribute to improving customer retention

2.5 Explain how to influence a 'customer journey' in an exercise environment

The learner will:

3. Know how to engage with customers

The learner can:

3.1 Describe different methods of engaging with customers

3.2 Explain the importance of regular communication with customers

3.3 Describe different methods of building rapport with customers

3.4 Explain the importance of being visible and approachable within an exercise environment

3.5 Explain the importance of giving health, safety and exercise etiquette information to customers

The learner will:

4. Be able to prepare and maintain the exercise environment

The learner can:

4.1 Clean the exercise environment as required to maintain hygiene levels using appropriate cleaning substances

4.2 Utilise appropriate signage to identify potential hazards whilst cleaning

4.3 Demonstrate effective communication with customers and colleagues regarding cleaning

The learner will:

5. Understand the importance of professionalism in the health and fitness sector

The learner can:

5.1 Identify governing and/or professional bodies for the health and fitness sector

5.2 Outline the essential principles, values or ethical codes of practice laid out by governing and/or professional bodies for the health and fitness sector

5.3 Describe how an exercise and fitness instructor can keep knowledge and skills up to date

5.4 Describe how to identify opportunities and requirements for career progression in the health and fitness sector

The learner will:

6. Understand operational and legislative procedures within an exercise and fitness facility

The learner can:

6.1 Identify the types of emergencies that may occur in an exercise and fitness facility

6.2 Summarise the procedures and recording documents that should be in place in an exercise and fitness facility to maintain health and safety of staff and customers

6.3 Suggest types of cleaning materials and equipment that would be suitable for maintaining health and hygiene in an exercise environment

6.4 Identify the typical roles of individuals responsible for health and safety in an exercise and fitness facility

6.5 Explain the importance of following emergency procedures calmly and correctly

6.6 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

6.7 Outline why health and safety are important in an exercise and fitness facility

6.8 Identify the legal and regulatory requirements for health and safety relevant to working in an exercise and fitness facility

6.9 Describe duty of care and professional role boundaries in relation to special population groups

6.10 Describe the types of security procedures within an exercise and fitness facility

The learner will:

7. Understand how to control risks in an exercise and fitness facility

The learner can:

7.1 Identify possible hazards in an exercise and fitness facility

7.2 Describe how to carry out a risk assessment in an exercise environment

7.3 Describe how to control risks associated with hazards in an exercise environment

7.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally

The learner will:

8. Understand how to safeguard children and vulnerable adults

The learner can:

- 8.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults
- 8.2 Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and vulnerable adults
- 8.3 Identify the types of abuse an exercise and fitness instructor may encounter
- 8.4 Identify possible signs of abuse
- 8.5 Describe an exercise and fitness facility's typical reporting procedures for safeguarding children and vulnerable adults
- 8.6 Describe the procedures to follow to protect oneself from accusations of abuse
- 8.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults
- 8.8 Explain when it may be necessary to contact statutory agencies
- 8.9 Describe how to maintain the confidentiality of information relating to possible abuse

The learner will:

9. Understand processes to support a health and fitness business

The learner can:

- 9.1 Identify the components of financial planning for a health and fitness business
- 9.2 Identify a typical product offer within an exercise and fitness facility and how an exercise and fitness instructor may be able to support this
- 9.3 Describe the use of social media within a health and fitness business
- 9.4 Identify how to set up a social media/digital profile

Assessment workbook (Section B)

Lifestyle management and health awareness (K/616/7949)

Unit aim

This unit develops the knowledge an exercise and fitness instructor needs to promote a healthy and active lifestyle. This includes the importance of healthy eating and offering behaviour change strategies to support clients to adopt behaviours that will help them to prevent a range of health conditions.

Unit content

The learner will:

1. Understand how to promote a healthy lifestyle

The learner can:

1.1 Define the components of health and skill related fitness

1.2 Describe the benefits of a healthy and active lifestyle

1.3 Describe the implications of obesity in the UK

1.4 Describe how physical activity/exercise can help prevent common health conditions and chronic conditions including:

- coronary heart disease
- stroke
- some cancers
- type 2 diabetes
- hypertension
- obesity
- musculoskeletal conditions
- mental health conditions

1.5 Identify ways in which an exercise and fitness instructor could communicate the benefits of a healthy lifestyle to clients

1.6 Identify when an exercise and fitness instructor should refer a client to another professional regarding their health and wellbeing

1.7 Identify the relevant professionals an exercise and fitness instructor could refer a client to regarding their health and wellbeing

1.8 Describe how technology can assist in a client's journey towards a healthy lifestyle

The learner will:

2. Understand the importance of healthy eating

The learner can:

2.1 Describe the national food model/guide

2.2 Describe key healthy eating advice that underpins a healthy diet

2.3 Explain the importance of adequate hydration

2.4 Explain professional role boundaries in relation to offering nutritional advice

2.5 Describe the energy balance equation

2.6 Explain the health risks of poor nutrition

The learner will:

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

The learner can:

3.1 Identify typical barriers to exercise/physical activity

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

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

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

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

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| Assessment specification | Assessment workbook (Section C) |
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Principles of planning and delivering group exercise (R/617/1395)

Unit aim

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

Unit content

The learner will:

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

The learner can:

1.1 Identify different group exercise class types/genres

1.2 Identify methods for screening participants prior to a group exercise session

1.3 Identify risk stratification models that can be utilised by a group exercise instructor

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

1.5 Understand how to apply the principles and variables of fitness to a group exercise session

1.6 Explain why it is important to agree goals and objectives for a group exercise session with participants

1.7 Ensure group exercise sessions are balanced according to individual goals in order for adaptations to occur

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

The learner will:

2. Understand how to use participant information to plan a group exercise session

The learner can:

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

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

- apparently healthy adults
- older people (50+)
- young people (13-18 years)
- Antenatal/postnatal clients.

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

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

The learner will:

3. Be able to plan a group exercise session for a range of participants within scope of practice

The learner can:

3.1 Plan a safe and effective group exercise session for a range of participants using appropriate equipment and methods

3.2 Identify a range of exercises and methods of training, including:

- cardiovascular training methods
- cardiovascular equipment (if appropriate)
- resistance training methods
- resistance equipment (if appropriate)
- functional exercise
- flexibility and range of motion training methods

- motor skills.

3.3 Plan realistic timings and sequences for each component within the group exercise session

3.4 Plan how to minimise any risks relevant to the session

3.5 Record programme plans in an appropriate format

3.6 Suggest other activities available within a health and fitness facility to complement the programme according to interests of participants

The learner will:

4. Understand how to use music to enhance group exercise

The learner can:

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

4.2 Identify the legalities of using music in group exercise

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

The learner will:

5. Be able to prepare activity area and equipment for group exercise sessions

The learner can:

5.1 Prepare the environment and equipment as appropriate to participants, communicating with other staff/team members as needed

5.2 Carry out a risk assessment in an exercise environment

5.3 Identify how to control risks associated with hazards in an exercise environment

5.4 Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally

5.5 Provide safe and appropriate equipment sufficient for the participants

5.6 Organise sufficient space for safe exercise performance

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

The learner will:

6. Be able to introduce group exercise sessions to participants

The learner can:

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

6.2 Perform a verbal health check prior to starting a session

6.3 Advise participants of the facility's emergency procedures

6.4 Confirm or revise plans with participants as appropriate

6.5 Explain the purpose of each component of a group exercise session

6.6 Demonstrate effective communication and behaviour at all times in order to provide a professional, positive participant experience on behalf of self and the facility

The learner will:

7. Be able to instruct group exercise sessions

The learner can:

7.1 Instruct safe and effective exercises for all components of a group exercise session (including safe lifting and spotting where required) to cover:

- warm up (including mobility and/or appropriate stretches)
- CV exercises
- bodyweight exercises
- small equipment e.g. use of mats for core/abdominal exercise
- functional exercise e.g. exercises that address the movement patterns/muscle actions/components of fitness required for activities of daily living)
- cool down (including flexibility – maintenance/developmental stretching).

7.2 Adapt exercises with suitable progressions and regressions according to participants' needs

7.3 Check participants' understanding at regular intervals

7.4 Communicate as appropriate to participants' needs

7.5 Use appropriate methods to correct and reinforce technique for safety and effectiveness

7.6 Adopt appropriate positions to observe participants and respond to their needs

7.7 Use motivational styles appropriate to the participants and the exercise format

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

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

7.10 Keep to the planned timings for the session

7.11 Establish and maintain appropriate exercise intensity for the component

The learner will:

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

The learner can:

8.1 Allow sufficient time to end the session according to participants' level of experience

8.2 Give the participants an accurate summary of feedback on the session

8.3 Give the participants the opportunity to:

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

8.4 Leave the environment in a condition acceptable for future use

The learner will:

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

The learner can:

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

9.2 Identify:

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

9.3 Identify how to improve personal practice

9.4 Explain the value of reflective practice

| | |
|---------------------------------|--|
| Assessment specification | Principles of planning and delivering group exercise knowledge questions |
| | Planning documents (written) |
| | Observation of practical teaching |

Plan and deliver circuit group circuit training (R/617/2904)

Unit aim

This unit covers the knowledge and skills a group exercise (circuit training) instructor needs to professionally and safely deliver an effective group-based exercise session to a range of participants.

Unit content

The learner will:

1. Understand how to plan a group circuit training session

The learner can:

1.1 Describe the importance of pre-planning group circuit training sessions

The learner will:

2. Understand how to use music for a group circuit training session

The learner can:

2.1 Identify the types of music that are suitable for each component of group circuit training sessions

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

The learner will:

3. Understand how to provide group circuit training sessions

The learner can:

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

- cardiovascular fitness
- muscular fitness

- flexibility
- functional ability
- motor skills.

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

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

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

The learner will:

4. Be able to instruct group circuit training session

The learner can:

4.1 Vary the pace and speed of exercises to ensure safety and effectiveness appropriate to the phase of the component/session

4.2 Use effective teaching methods suitable for the participant group and each component of a group circuit training session

4.3 Make use of suitable equipment (as appropriate to the class format and session)

4.4 Make use of suitable music (as appropriate to the class format and session)

4.5 Follow the correct procedures for checking and storing any equipment used

4.5 Keep to the planned timings for the session

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



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E awards.info@ymca.co.uk | W ymcaawards.co.uk

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