

Level 2 NVQ in Instructing Exercise and Fitness (4840-05,-06 and -07)

Standards and assessment requirements
500/3821/7



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1 Introduction

This document contains the information that centres need to offer the following National Vocational Qualifications (NVQs)

Level 2 NVQ in Instructing Exercise and Fitness - Group Exercise (4840-05)

Level 2 NVQ in Instructing Exercise and Fitness - Gym (4840-06)

Level 2 NVQ in Instructing Exercise and Fitness - Water based exercise (4840-07)

QCA accreditation number **500/3821/7**

This document contains details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms.

2 About the qualification

2.1 The Sector Skills Council and the National Occupational Standards

Background to the National Occupational Standards (NOS) development

This qualification is based entirely on the National Occupational Standards (NOS) for Instructing Exercise and Fitness at Level 2, which were developed as part of the incremental change project in 2007. National Occupational Standards are updated and incrementally changed to ensure that the latest and most up to date industry practices are adhered to.

They replace the previously available Level 2 NOS in Instructing Exercise and Fitness.

Contacting the Standards Setting Bodies

This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSC	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

Apprenticeship Framework

The NVQ has been approved by the SSC SkillsActive as part of the Apprenticeship Framework in England and Wales.

Full details of the requirements of the apprenticeship framework for the sector are available from SkillsActive at the above address.

City & Guilds also offers the following qualifications which are also part of the Apprenticeship framework.

- City & Guilds Level 2 Certificate in Fitness Instructing (Gym) 4853-21
- City & Guilds Level 2 Certificate in Fitness Instructing (Exercise to music) 4853-22
- City & Guilds Level 2 Certificate in Fitness Instructing (Water-based) 4853-23
- City and Guilds Award in Industry and Organisational Awareness 4851-12

Apprenticeship frameworks and technical certificate requirements may be updated at any time. In order to ensure you have the correct version, please check the framework on the SkillsActive website.

Accreditation details

This qualification is

- accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework.

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

2 About the qualification

2.2 Publications and sources of information

This document has been designed to be used with the City & Guilds NVQ Guides:

Publication	Content	Available from
<i>Centre guide</i>	An overview of NVQ assessment, delivery and quality assurance issues	EN-12-001
<i>Candidate guide</i>	An introduction to NVQs, candidate responsibilities and an overview of the assessment process	TS-12-001
<i>Recording forms</i>	Forms both centres and candidates may use to record evidence	TS-33-0001

Visit the City & Guilds website (www.cityandguilds.com) for the latest versions of these documents.

The following City & Guilds publications are also available

Publication	Available from
<i>Level 2 in Instructing Exercise and Fitness - Candidate logbook</i>	(TS-05-4840) www.cityandguilds.com

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **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.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Centre toolkit** contains additional information on *Providing City & Guilds qualifications*, on a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The *Centre Toolkit* is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.
- **Online Catalogue** contains details of general regulations, registration and certification procedures and fees.

3 Candidate entry requirements and progression

Candidate work role requirements

This NVQ is for those working in an exercise and fitness setting. At Level 2 the role would incorporate those candidates working primarily as a fitness instructor in a gym, exercise to music or water-based exercise facility.

The candidate would be expected to demonstrate competence in planning, preparing and instructing exercise sessions, dealing with accidents and emergencies, motivating and supporting clients and evaluating and developing their own practice.

Candidate entry requirements

Generally, there is no prescribed recommended prior knowledge, attainment or experience needed to gain access to this qualification. Candidates will be employed within the industry, and as such would have been through a selection process. It is recommended that potential candidates are initially assessed on entry, so that levels of literacy, numeracy, communication skills, and sector understanding can be determined. This initial assessment should consider previous qualifications and practical experience. It is important to remember that centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Attainment of a City and Guilds Level 2 Certificate in Exercise and Fitness is excellent prior preparation for this qualification.

For funding purposes, centres are reminded that candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

This NVQ is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications on completing assessments.

Other legal considerations

The following legal considerations apply to this qualification:

- Criminal Records Bureau (CRB) checks in relation to working with children.

Progression routes

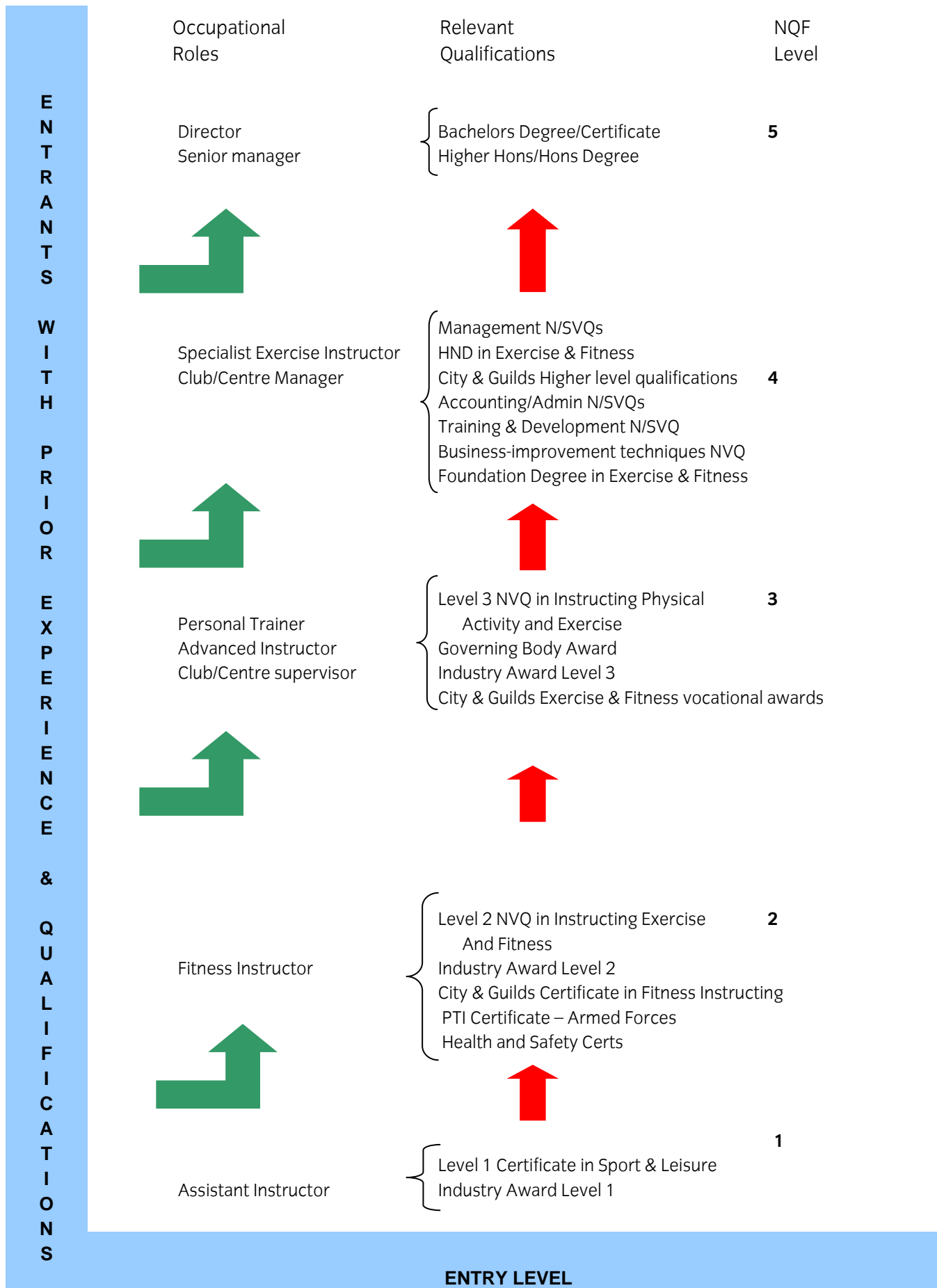
On completion of this qualification candidates may progress to the following City & Guilds Exercise and Fitness qualifications

- Level 3 Certificate in Advanced Fitness Instructing (4853-31)
- Level 3 NVQ in Instructing Physical Activity and Exercise (4834-41 to -43).

Further details of all Exercise and Fitness qualifications are available on the City and Guilds website (www.cityandguilds.com)

The diagram on the following page highlights a typical career progression route for a candidate in the exercise and fitness industry.

Exercise and Fitness Sector Progression Routes



4 Centre resource requirements

4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Existing City & Guilds centres

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to the *Centre guide* and *Providing City & Guilds Qualifications* for further information.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification (Level 2 NVQ in Instructing Exercise and Fitness 4833-05,06 and 07) may apply for approval for the new (Level 2 NVQ in Instructing Exercise and Fitness 4840-05, -06 and -07) using the **fast track form**, available from the regional/national office or 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 **standard** qualification approval process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

4 Centre resource requirements

4.2 Centre resources

Time constraints

It is estimated that a level 2 NVQ should be completed within two years of registration.

Registration and certification period

Centres should be aware of time constraints regarding the registration and certification periods for the NVQ as specified in the City & Guilds *Online Catalogue*.

Please check the *Online Catalogue* for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

Qualification Centre requirements

Centres must ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected. They must also ensure that assessment sites conform with Health and Safety requirements and good health and safety practice is reflected in assessment.

Centres must specifically ensure that there is sufficient space for the safe and effective delivery of the exercise and fitness discipline/activity, and that there is sufficient and safe equipment that is fit for purpose and in good working order to enable all aspects of the standards to be met.

5 Assessment method requirements

This guidance is based on and amplifies the assessment strategy developed for the Level 2 NVQ in Instructing Exercise and Fitness by SkillsActive.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

SkillsActive holds an Awarding Body Forum which, amongst other things, will consider standardisation and implementation issues identified via the external verification process.

Performance evidence requirements

Given the level of the award and the relatively limited breadth of the standards, assessor observations, products of work (for example, session plans or notes of meetings and correspondence) and witness testimony (this is likely to be drawn from senior instructors or other colleagues who are not assessors but are technical experts) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used for items under 'What you must cover' (range) where performance evidence (real work activity) is not needed. Supplementary evidence may also be used for some items under 'What you must do' (performance criteria) as detailed later in the evidence specifications for each unit.

How much evidence is necessary?

Most of the units require observation by an assessor on **more than one occasion**. The evidence requirements below show this in more detail. Assessors and candidates are strongly encouraged to plan assessments to fit in with the candidate's work patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section below on *Assessing more than one unit on each occasion* for some suggestions).

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the candidate will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be enough. However, more than two may be needed to ensure that there is evidence for everything specified under 'What you must do' (performance criteria) and 'What you must cover' (range), particularly to cover the range of the context.

Assessing more than one unit on each occasion

Many of the units within the Instructing Exercise and Fitness NVQ link together in a logical way, and assessors and candidates are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the candidate wants unit accreditation only). It would make better use of both the assessor's and candidate's time to consider and plan how many units could be covered on each assessment occasion.

For example, a candidate may be involved in planning and delivering a series of gym-based exercise sessions. This will involve planning and preparing the sessions (106), instructing the session (107), supporting the participants (103) and evaluating the sessions (first element of 102).

Prior discussion between the candidate and assessor, with perhaps some negotiation with the candidate's senior instructor, should make this a very rich assessment opportunity. At the beginning of the assessment occasion, the assessor could 'sit in' while the candidate interviews a new client and develops a series of sessions tailored to their needs. This will provide evidence for the first three elements of 106. The assessor can then observe them taking the participant through the planned exercises (107). Both of these activities will also provide assessment evidence for unit 103. The assessor may also 'sit in' while the candidate reviews the sessions they have planned and delivered. This will provide evidence for the first element of 102.

In this way, much of the performance evidence for at least four units can be gathered. With another assessment occasion to follow, almost all of the evidence needed will be available. Careful planning and negotiation can make this possible and considerably reduce the number of assessment occasions.

Knowledge evidence requirements

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

Simulation

It is essential that candidates' evidence comes from working with real equipment, facilities and participants. It is very important that evidence is generated from real work activities, not 'skills test' type exercises, set up purely for the sake of assessment.

The only exception to this requirement is unit 101, for which simulation is deemed to be acceptable. In addition, simulation and supplementary evidence are allowed for a limited number of items under 'What you must do' (performance criteria) and 'What you must cover' (range). These are clearly detailed in the evidence requirements below and in the standards themselves.

Where simulation is used, this should follow the requirements of the Assessment Strategy for this NVQ.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

6 Roles and occupational expertise requirements

Assessors

Assessors should

- Hold the Assessor units A1/A2 (or the former D32/33) of the Employment National Training Organisation standards.

New assessors should have a clear action plan for achieving unit A1/A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.

- hold a discipline specific qualification equivalent to the NVQ level 2 in Instructing Exercise and Fitness, or equivalent (SkillsActive will provide guidance on “equivalence” through reference to the Register of Exercise Professionals)
- have knowledge of, and commitment to, the Exercise and Fitness Code of Ethical Practice.

Assessors should also:

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

Expert witnesses

SkillsActive and City & Guilds recognise that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated.

The assessor should carefully note this information.

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate’s practice and/or to evidence events which

are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5), or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation), to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

Please note: the use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifiers

Internal verifiers should

- hold the Internal Verifier unit V1 (or the former D34) of the Employment National Training Organisation Standards.

New internal verifiers should have a clear action plan for achieving unit V1.

- hold a discipline specific qualification equivalent to the NVQ level 2 in Instructing Exercise and Fitness, or equivalent (SkillsActive will provide guidance on "equivalence" through reference to the Register of Exercise Professionals)
- have knowledge of, and commitment to, the Exercise and Fitness Code of Ethical Practice.

Internal Verifiers should also:

- provide evidence of knowledge, understanding and application of the National Occupational Standards with the Assessment Specification.
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development.

Continuous professional development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge.

7 Recording assessment and evidence

7.1 Data protection and confidentiality

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds Qualifications*.

Protecting identity

It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg customers, clients and patients.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity individuals, children and young people in their care by disguising their names and that of the placement nursery.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access in a location outside of their portfolio
- secure electronic storage requirements of photographs or video recordings associated with child protection legislation.

7 Recording assessment and evidence

7.2 Recording forms to use

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms*, including examples of completed forms, for new and existing centres to use as appropriate (see *NVQ Guide for centres and candidates - Recording forms*, available on the City & Guilds website).

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by NVQ candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

City & Guilds has also developed a candidate logbook specifically for this NVQ.

Level 2 in Instructing Exercise and Fitness – Candidate logbook TS-05-4840

It is available from City & Guilds website or can be ordered from Publications.

8 The qualification structure

Qualification structure

To achieve the Level 2 NVQ in Instructing Exercise and Fitness candidates must complete **five** units in total. They must complete all **three** mandatory units and **both** units from any of the three optional routes.

QCA unit reference	City & Guilds Unit no	SkillsActive Unit no	Unit title
	101	C35	Deal with accidents and emergencies
	102	D448	Evaluate and develop own practice in instructing exercise and fitness
	103	D417	Motivate and support clients to develop and maintain their fitness
	104	D414	Plan and prepare group exercise sessions with music
	105	D415	Instruct a group exercise session with music
	106	D410	Plan and prepare gym-based activities with clients
	107	D411	Instruct, observe and assist gym-based activities
	108	D412	Plan and prepare water-based exercise sessions
	109	D413	Instruct a water-based exercise session

9 Relationships to other qualifications

9.1 Relationship to previous versions of the qualification

City & Guilds has identified the connections to NVQ previously offered by City & Guilds in this subject area.

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 the forerunner qualification are automatically covering all of the content of the new NVQ listed in the mapping.

Relationship between this Level 2 NVQ in Instructing Exercise and Fitness (4840-05 to -07) and forerunner NVQ Level 2 in Exercise and Fitness (4833-05 to -07)

Level 2 NVQ in Instructing Exercise and Fitness (4840-05 to -07)	Level 2 in Instructing Exercise and Fitness (4833-05 to-07)
Unit Number/Title	Related units
101 Deal with accidents and emergencies	101
102 Evaluate and develop own practice in instructing exercise and fitness	102
103 Motivate and support clients to develop and maintain their fitness	103
104 Plan and prepare group exercise sessions with music	104
105 Instruct a group exercise session with music	105
106 Plan and prepare gym based activities with clients	106
107 Instruct, observe and assist gym based activities	107
108 Plan and prepare water based exercise sessions	108
109 Instruct a water based exercise session	109

9 Relationships to other qualifications

9.2 Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification, they will need to be registered with City & Guilds for the key skills qualifications.

The 'signposts' below identify the **potential** for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document 'Key skills qualifications standards and guidance'.

Key skills (England, Wales and Northern Ireland)

Unit number	Communication	Application of number	Information technology
101			
102			
103			
104			
105			
106			
107			
108			
109			

Unit number	Problem solving	Improving own learning and performance	Working With others
101			
102			
103			
104			
105			
106			
107			
108			
109			

9 Relationships to other qualifications

9.3 The wider curriculum

Candidates taking this NVQ may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, environmental education and health and safety

Unit Number	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
101	✓		✓	✓
102	✓			
103	✓			✓
104			✓	✓
105			✓	✓
106			✓	✓
107			✓	✓
108			✓	✓
109			✓	✓

10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards

The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website

Unit 101

Deal with accidents and emergencies (C35)

Overview

Introduction

Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of spectators and colleagues is maintained.

The unit is divided into three parts. The first part describes the two things you have to do. The second part describes the knowledge and understanding you must have. The third part gives some examples and explanations of some words we use in the unit.

101.1 Deal with injuries and signs of illness

101.2 Follow emergency procedures

Target Group

This unit is for staff working in a sport and recreation or play facility.

Linked units

This unit links closely with units 102, 104, 105, 106, 107, 108 and 109.

Unit 101

Deal with accidents and emergencies (C35)

101.1

Deal with injuries and signs of illness

What you must do

To meet the national standard, you must:

- 1 remain calm and follow your organisation's procedures
- 2 protect the **casualty** and other people involved from further risk
- 3 call for **qualified assistance** that is appropriate to the **casualty's condition**
- 4 provide reassurance and comfort to those involved
- 5 give the **qualified assistance** clear and accurate information about what happened
- 6 follow the accident reporting procedures, as required.

What you must cover

From your work you must show that you have assisted at least **one** of the following types of:

a **casualty**

- 1 adult
- 2 child
- 3 person with particular needs

called for at least **one** of the following:

b **qualified assistance**

- 1 your organisation's first aider
- 2 emergency services

and dealt with at least **one** of the following types of:

c **condition**

- 1 minor injury that can be dealt with on-site
- 2 minor illness that can be dealt with on-site
- 3 major injury requiring medical attention
- 4 major illness requiring medical attention.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

What you must do

To meet the national standard, you must:

- 1 give the **people involved** in the emergency clear and correct instructions
- 2 carry out your role in the emergency procedures calmly and correctly
- 3 maintain the safety of the **people involved**
- 4 follow the correct procedures for reporting the emergency
- 5 report any problems with the emergency procedures to the relevant colleague.

What you must cover

From your work you must show that you have assisted at least **one** of the following types of:

a people involved

- 1 adults
- 2 children
- 3 people with particular needs.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 101 Deal with accidents and emergencies (C35)

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out
- K2 the importance of dealing with accidents and emergencies promptly, calmly and correctly

For unit 101.1 Deal with injuries and signs of illness

- K3 the types of injuries and illnesses that may occur in your area of work
- K4 how to deal with these before qualified assistance arrives
- K5 how to decide whether to contact the on-site first aider or immediately call the emergency services
- K6 who is the on-site first aider and how to contact them
- K7 the procedures you should follow to contact the emergency services
- K8 why it is important to protect the casualty and others involved from further harm
- K9 the procedures you should follow to protect the casualty and others
- K10 why it is important to provide comfort and reassurance and how to do so
- K11 your responsibilities for reporting accidents and the procedures you should follow

For Unit 101.2 Follow emergency procedures

- K12 the emergency procedures in your place of work for fires, security incidents and missing persons
- K13 what instructions you must give to the people involved
- K14 your organisation's reporting procedures for emergencies
- K15 the types of problems that may occur when you are carrying out emergency procedures, why you should report them and who you should report them to

Unit 101 Deal with accidents and emergencies (C35)

What we mean by some of the words used in this unit

Casualty

the person – child of adult - who has suffered the injury or illness

Emergency

any situation that immediately threatens the health and safety of spectators, staff or yourself

Emergency services

usually the ambulance service

Missing persons

for example, children going missing during play sessions

Other people involved

these may be other members of staff or other children or staff apart from the casualty

People with particular needs

for example, people with disabilities or medical conditions which may mean they need special attention following accidents and emergencies

Qualified assistance

someone who has a recognised first aid qualification or the emergency services

Unit 101 Deal with accidents and emergencies (C35)

Evidence requirements

Evidence of real work activity

Due to the nature of this unit, it is unlikely that naturally occurring evidence will be available during assessor observations. If evidence is available from the candidate's work in a real exercise and fitness context in the past, this may be gathered through witness testimony, and/or other authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). This evidence must meet all the requirements listed under 'What you must cover'. (With the possible exceptions of those items listed under 'Use of supplementary evidence' below).

If there is evidence from the candidate's work in a real exercise and fitness context, this must meet the requirements listed under 'What you must cover'. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Simulation

If no evidence is available from either assessor observations or the candidate's past work, simulation is allowed for this unit. Simulations must meet the criteria contained in the Assessment Strategy for this NVQ and must cover all of the requirements listed for this unit.

Use of supplementary evidence

Supplementary evidence is allowed for the following items under 'What you must do' **only**: 101.2.5 if no naturally occurring evidence is available.

If the candidate's real work or simulated evidence is only appropriate to the minimum requirements shown under 'What you must cover', the remaining items can be assessed by supplementary evidence, for example, questioning, projects or assignments.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K9 the procedures you should follow to protect the casualty and others'). If there is evidence from the candidate's own work in the play setting that they know and understand this technique, there is no requirement for them to be questioned again on this topic.

Unit 102

Evaluate and develop own practice in instructing exercise and fitness (D448)

Overview

Introduction

Staff involved in physical activity should always try to improve what they do. This involves them in evaluating the physical activities they have planned and delivered, identifying their strengths and weaknesses and learning lessons for the future. They must also keep up-to-date with developments in health-related physical activity and take part in continuing professional development to improve their practice even further.

The unit is divided into three parts. The first part describes the two things you have to do. The second part covers the knowledge and understanding you must have. The third part explains what some of the words used in this unit mean.

- 102.1 Evaluate your own professional practice
- 102.2 Improve your own professional practice and career opportunities

Target Group

This unit is for instructors who plan, conduct and review exercise sessions with clients.

Linked units

This unit links closely with units 103, 104, 105, 106, 107, 108 and 109.

Unit 102

Unit 102 Evaluate and develop own practice in instructing exercise and fitness (D448)

102.1

Evaluate your own professional practice

What you must do

To meet the national standard, you must:

- 1 review the outcomes of working with **clients**, their feedback and feedback from other staff
- 2 identify:
 - how well the outcomes and feedback met the **clients'** goals
 - how effective planned activities were
 - how effective and motivational your relationship with the **client** was
 - how well you implemented professional codes of ethics when working with **clients**
 - how well your instructing style matched **clients'** needs
 - how well you managed the **clients'** physical activities, including their health, safety and welfare
 - how well you interact and work with other members of staff
- 3 identify ways in which you can improve future practice
- 4 discuss your evaluation with another professional and take account of their views
- 5 record all aspects of your evaluation for future reference.

What you must cover

From your work you must show that you have reviewed feedback from **all** of the following:

- a **clients**
 - 1 individuals
 - 2 groups
 - 3 people with low fitness
 - 4 experienced
 - 5 inexperienced.

Unit 102

Evaluate and develop own practice in instructing exercise and fitness (D448)

102.2

Improve your own professional practice and career opportunities

What you must do

To meet the national standard, you must:

- 1 review your own **professional practice** on a regular basis
- 2 keep up-to-date with developments in health-related physical activity
- 3 consider your own career goals
- 4 identify areas where you need to develop your **professional practice** further
- 5 identify and record a personal action plan that will help you to improve your **professional practice** and further your career
- 6 take part in relevant development activities as part of your personal action plan
- 7 review your progress in developing your **professional practice** and update your personal action plan accordingly.

What you must cover

From your work you must show that you have reviewed **all** of the following:

- a aspects of **professional practice**
 - 1 planning exercise sessions
 - 2 instructing exercise sessions
 - 3 observing and supporting clients
 - 4 use of resources
 - 5 communicating with clients
 - 6 motivating clients.

Unit 102 Evaluate and develop own practice in instructing exercise and fitness (D448)

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the values or codes of practice relevant to the work you are carrying out and their importance
- K2 the role of the fitness professional in the industry
- K3 the importance of evaluation and continuing professional development in helping you to develop client fitness and motivation
- K4 the structure of the industry
- K5 industry organisations and their relevance to the fitness professional
- K6 employment opportunities in different sectors of the industry

For Unit 102.1 Evaluate your own professional practice

- K7 the aspects of your professional practice that you should evaluate
- K8 information that you should use for the evaluation
- K9 different methods of collecting information and how to interpret it
- K10 how to carry out evaluations
- K11 how to identify key lessons from the evaluation and how to make use of these in the future
- K12 the importance of discussing the outcomes of your evaluation with another professional
- K13 why you should record your evaluations

For Unit 102.2 Improve your own professional practice and career opportunities

- K14 how often you should review your professional practice
- K15 how to access information on developments in health related physical activity
- K16 how to identify areas in which you need to develop your professional practice further
- K17 the importance of having a personal action plan for your development
- K18 the types of development activities that are available to you and how to access these
- K19 the importance of regularly reviewing and updating your personal action plan

Unit 102 Evaluate and develop own practice in instructing exercise and fitness (D448)

What we mean by some of the words used in this unit

Another professional

this could be a senior member of staff in your organisation or someone else more experienced than yourself

Continuing professional development

this could include attending courses, conferences, reading journals or other relevant publications, observing and working with other more experienced staff

Evaluation

the process of analysing the physical activities you have planned and delivered, identifying what went well and what could have been improved upon

Feedback

other people – clients and colleagues giving you their views on how effective your planning and delivery are; client feedback will include spoken feedback but should also include other types of physical feedback and body language that may give you information on how well they are coping with physical activity

Personal action plan

a written plan that identifies the areas where you want to improve your practice, the personal goals you want to achieve, how you are going to do this and by when; the personal action plan may also show how you will assess whether or not your practice has improved

Professional practice

working to agreed industry standards and codes of ethics

Unit 102 Evaluate and develop own practice in instructing exercise and fitness (D448)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real exercise and fitness context. This evidence must be gathered by the assessor looking at the candidate's evaluation of at least two sessions and seeing evidence of their own action planning and professional development. There should be sufficient products of work to ensure that the candidate has met all the requirements listed. Products of work for this unit are likely to be: written evaluations of sessions, personal action plans and evidence of the candidate being involved in continuing professional development.

There must also be evidence that the candidate's work for this unit has met the requirements listed under 'What you must cover'. This stipulates a minimum number of items to be assessed through the candidate's real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

All evaluations must have been produced as a result of sessions planned and delivered by the candidate to actual groups of participants.

Simulation

Simulation is not allowed for any part of this unit.

Use of supplementary evidence

No supplementary evidence is allowed for this unit.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K10 how to carry out evaluations'). If there is evidence from the candidate's own work they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 103

Motivate and support clients to develop and maintain their fitness (D417)

Overview

Introduction

Physical activities can only be effective if they are properly managed by the instructor. This will be achieved by having an effective and motivational relationship with the client, promoting the benefits of regular physical activity, and dealing with clients' needs when they occur.

The unit is divided into three parts. The first part describes the three things you have to do. The second part covers the knowledge and understanding you must have. The third part gives examples and explanations of some of the words we use in the unit.

- 103.1 Establish and maintain an effective and motivational relationship with the client
- 103.2 Promote the benefits of regular physical activity
- 103.3 Respond to clients' needs

Target group

This unit is for instructors who plan, conduct, and review physical activity with clients.

Linked units

This unit links closely with units 102, 104, 105, 106, 107, 108 and 109

Unit 103

Motivate and support clients to develop and maintain their fitness (D417)

103.1

Establish and maintain an effective and motivational relationship with the client

What you must do

To meet the national standard, you must:

- 1 establish an effective and motivational relationship with your **clients**
- 2 clearly define your own role and responsibilities with your **clients**
- 3 communicate clearly with **clients** and use instructing styles that match their needs
- 4 work with your **clients** in a way that maintains their motivation and adherence
- 5 maintain a relationship with your **clients** which is in line with good practice and ethical requirements
- 6 show that you value diversity and equal opportunities for all **clients**
- 7 maintain confidentiality requirements.

What you must cover

From your work you must show that you have established and maintained effective and motivational relationships with at least **two** of the following types of:

a **clients**

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 103

Motivate and support clients and maintain their fitness (D417)

103.2

Promote the benefits of regular physical activity

What you must do

To meet the national standard, you must:

- 1 be clear about **clients'** reasons for taking part in regular physical activity and any incentives and barriers to doing so
- 2 identify the **clients'** preferences for exercise
- 3 provide **clients** with accurate information about the health benefits of regular physical activity
- 4 provide **clients** with accurate information about the recommended amount of physical activity for them to derive health benefits
- 5 provide **clients** with information about how to achieve their **goals**
- 6 clearly inform **clients** about other opportunities for regular physical activity appropriate to their needs, abilities and preferences
- 7 provide **clients** with appropriate answers to enquiries about the benefits of regular physical activity.

What you must cover

From your work you must show that you have promoted the benefits of physical activity to at least **two** of the following:

a **clients**

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced.

and provided information to meet at least **two** the following:

b **goals**

- 1 cardio-vascular fitness
- 2 muscular fitness
- 3 flexibility
- 4 weight management.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 103

Motivate and support clients to develop and maintain their fitness (D417)

103.3

Respond to clients' needs

What you must do

To meet the national standard, you must:

- 1 respond positively to **clients' needs**
- 2 gather as much information as possible about **clients' needs**
- 3 listen to and ask **clients** questions to check your understanding
- 4 discuss with **clients** different ways of meeting their **needs**
- 5 make sure your response to **clients' needs** is consistent with accepted good practice and your level of competence
- 6 if **clients' needs** are beyond your level of competence, consult another professional
- 7 provide **clients** with clear information and advice
- 8 find out how well your response works and provide alternative guidance if necessary

What you must cover

From your work you must show that you have responded to the needs of at least **two** of the following:

a **clients**

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced.

and meeting at least **two** of the following:

b **needs**

- 1 physical
- 2 lifestyle
- 3 nutrition
- 4 adherence
- 5 environment.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 103 Motivate and support clients to develop and maintain their fitness (D417)

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

- K1 the *Exercise and Fitness Code of Ethical Practice* ensuring equal opportunities are reflected during the exercise session
- K2 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act
- K3 client goals
- K4 the needs and potential of your clients, including reasons for and barriers to participation
- K5 the difference between the guidelines for advising on exercise and guidelines for advising on physical activity

For Unit 103.1 Establish and maintain an effective and motivational relationship with the client

- K6 why the relationship between the instructor and client is important
- K7 the type of instructor/client relationship which will assist client progress
- K8 the types of personal qualities that instructors need to develop in order to help and support clients
- K9 why your clients need to understand your role and responsibilities
- K10 the extent and limitations of your own role and responsibility in respect to your clients
- K11 why your clients need to understand their own responsibility for personal motivation and fitness and how you can assist them with these
- K12 how to motivate individual clients
- K13 the types of barriers individual clients may face when undertaking physical activity and achieving their goals, and how you can help them overcome these barriers
- K14 what is meant by a 'professional relationship' between instructor and client and the codes of good practice and ethics you should follow and what these mean in practice
- K15 what is meant by 'valuing diversity' in a practical context when working with clients, the types of prejudice and discrimination that individual clients might experience and how to deal with these
- K16 what is meant by 'confidentiality' and why it is important when working with clients, other staff and professionals
- K17 agreements concerning confidentiality and how to uphold these

For Unit 103.2 Promote the benefits of regular physical activity

- K18 the importance of promoting physical activity for health
- K19 how to ask open ended questions

- K20 basic listening skills
- K21 methods of gathering personal information
- K22 appropriate questioning techniques
- K23 interpreting client responses including body language and other forms of behaviour especially when undertaking physical activity
- K24 means of summarising gathered information
- K25 the types of information which should be treated confidentially
- K26 the health benefits of regular physical exercise
- K27 the amount of physical activity required to achieve health benefits
- K28 the range of different types of physical activity
- K29 the physical activity resources

For Unit 103.3 Respond to clients' needs

- K30 the importance of client care
- K31 why it is important to deal effectively with client/individual needs
- K32 the types of information which clients usually need and how to respond to such requests according the organisations procedures
- K33 where to source relevant information to meet clients' needs
- K34 what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations
- K35 the importance of explaining any delay in dealing with clients and how to do so effectively

Unit 103 Motivate and support clients and maintain their fitness (D417)

What we mean by some of the words used in this unit

Adherence

the client continuing to take part in planned physical activities

Another professional

a more senior teacher/instructor or the person responsible for the venue where you are running the session

Barriers to participation

for example, cultural background and customs, confidence level, previous experience, perceived attitude of others, ability

Confidentiality

making sure that certain information is only passed on to authorised people; this information could include client medical conditions, personal circumstances etc; this infers the safe storage of documentation.

Diversity and equal opportunities

acknowledging that individuals are different, for example because of race, culture, disability, gender, appearance, size, ability etc., and working to ensure that everyone gets equal opportunities to improve their health-related fitness

Effective working relationship

a relationship that will enable you to work well with the person and help them to achieve their goals in a positive and motivational way

Environment

the gym or studio in which you work and the equipment and other resources for which you are responsible

Good practice and ethical requirements

these are defined in industry codes, for example the Exercise and Fitness Code of Ethical Practice, and define the way the instructor should behave with clients

Instructing style

the way in which you will lead the participants through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging and supporting them to take more responsibility for their own health-related fitness

Unit 103 Motivate and support clients and maintain their fitness (D417)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real exercise and fitness context (with the possible exceptions of those items listed under 'Simulation' and 'Use of supplementary evidence' below). This evidence must be gathered by the assessor observing the candidate on more than one occasion. There should be sufficient session observations to ensure that the candidate has met all the requirements.

There must also be evidence that the candidate's work has met the requirements listed under 'What you must cover'. This stipulates a minimum number of items to be assessed through the candidate's real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is allowed for 103.1.6 only, if no naturally occurring evidence is available.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition, supplementary evidence may be used for 103.2.5 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K12 how to motivate individual clients'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 104

Plan and prepare group exercise sessions with music (D414)

Overview

Introduction

Thorough preparation is essential for the success of a group exercise session. It is important for instructors to identify, plan for and agree:

- the needs and potential of the clients taking part
- specific goals the clients wish to achieve
- exercise that will help them achieve these goals
- available equipment and facilities
- health and safety hazards and risks.

Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

The unit is divided into three parts. The first part describes the three things you have to do. The second part covers the knowledge and understanding you must have. The third part gives examples and explanations of some of the words we use in the unit.

- 104.1 Collect and analyse relevant information
- 104.2 Plan safe and effective group exercise sessions
- 104.3 Prepare equipment for group exercise sessions

Target group

This unit is for instructors who plan, instruct and review group exercise sessions to the beat of music. It also covers music-based circuit training.

Linked units

This unit links closely with units 102, 103 and 105.

Unit 104

Plan and prepare group exercise sessions with music (D414)

104.1

Collect and analyse relevant information

What you must do

To meet the national standard, you must:

- 1 collect the **information** you need to plan group exercise **sessions**
- 2 make sure the **information** is accurate and up-to-date
- 3 analyse the **information** and identify the implications for the exercise physical activities
- 4 refer any **client** whose needs and potential you cannot meet to another professional
- 5 maintain confidentiality.

What you must cover

From your work you must show that you have collected and checked **all** of the following types of:

a information

- 1 personal goals
- 2 lifestyle
- 3 medical history
- 4 physical activity history
- 5 physical activity preferences
- 6 disability or communication needs

collected information about **all** of the following types of:

b clients

- 1 experienced
- 2 inexperienced
- 3 mixed ability groups
- 4 people with low fitness

for at least **three** of the following types of:

c sessions

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning.

(one of which must be aerobics)

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 104

Plan and prepare group exercise sessions with music (D414)

104.2

Plan safe and effective group exercise sessions

What you must do

To meet the national standard, you must:

- 1 identify **objectives** that are appropriate to:
 - the needs and potential of your clients,
 - accepted good practice in the industry
 - your own level of competence
 - the aims of the session
- 2 plan **sessions** that will help all the **clients** take part and achieve their planned **objectives**
- 3 identify **hazards** and assess the risk of these **hazards** actually causing harm
- 4 plan how you will minimise these risks
- 5 plan realistic timings and original choreography for **sessions**
- 6 record your plans in the required format
- 7 get advice from another professional if there is anything you are not competent to deal with.

What you must cover

From your work you must show that you have planned for **all** of the following types of:

a objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment

planned for **all** of the following types of:

b clients

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

for at least **three** of the following types of:

c sessions

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning

(one of which must be aerobics)

and you must show that you have identified and assessed at least **three** of the following:

d hazards, relating to

- 1 the activities you are planning
- 2 other activities happening at the same time
- 3 the equipment the client will use
- 4 the environment in which the physical activities will take place.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 104

Plan and prepare group exercise sessions with music (D414)

104.3

Prepare equipment for group exercise sessions

What you must do

To meet the national standard, you must:

- 1 identify and select the correct equipment for the **sessions**
- 2 check the equipment is in safe working order
- 3 lift and handle the equipment in a way that prevents injury and damage
- 4 ensure/organise sufficient space for safe exercise performance
- 5 provide sufficient equipment for the **clients**
- 6 follow correct health and safety procedures for any unsafe equipment.

What you must cover

From your work you must show that you have prepared resources for at least **three** of the following types of:

a **sessions**

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning

(one of which must be aerobics)

and arranged resources for **all** of the following types of:

b **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability groups
- 4 people with low fitness

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 104 Plan and prepare group exercise sessions with music (D414)

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

Basic Anatomy & Physiology

- K1 the application of the principles and variables of fitness to the components of fitness
- K2 the structure and function of the skeleton; structure and range of movement of the spine; bone growth; structure of a synovial joint; ranges of movement of major synovial joints
- K3 the long and short term effects of exercise on bone and synovial joints
- K4 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K5 long and short term effects of exercise on muscles
- K6 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K7 the short and long term effects of exercise on the heart, lungs and circulatory system
- K8 the aerobic and anaerobic energy systems and the energy requirements of physical activity
- K9 the effect of speed on posture, alignment and intensity
- K10 the effect of levers, gravity and resistance on exercise

The instructor must also be able to demonstrate knowledge, understanding and application of the following

- K11 the Exercise and Fitness Code of Ethical Practice acknowledging aspects which are relevant to the planned and taught sessions, and ensuring equal opportunities are reflected during the exercise session
- K12 the importance of careful and thorough planning and preparation for sessions
- K13 the requirements for health and safety that are relevant to the sessions you are planning, for example: factors which effect group/individual working space, your organisation's health and safety policies and procedures, the Health and Safety at Work Act
- K14 the needs and potential of the clients including reasons for and barriers to participation in the appropriate session
- K15 exercises that are safe and appropriate for clients, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
- K16 your organisation's additional pre activity screening procedures for older adults
- K17 additional organisational procedures which need to be followed when planning and leading an exercise session involving individual older adults
- K18 your organisation's additional pre-activity screening procedures for individual pre-and post-natal clients
- K19 additional organisational procedures which need to be followed when planning and leading an exercise session involving individual pre-and post-natal clients

- K20 your organisation's pre-activity screening procedures disabled people, for example to identify communication needs or exercise adjustments
- K21 the additional organisational procedures which need to be followed when planning and leading an exercise session involving disabled people
- K22 how to structure music beats and phrases
- K23 suitability of speed and type of music for the participants and section of the class
- K24 legalities of the use of music
- K25 use of tapes and CDs and effective cueing

For Unit 104.1 Collect and analyse relevant information

- K26 the factors which effect the ability to exercise; screening process, including primary and secondary risk factors of coronary heart disease
- K27 reasons for temporary deferral of exercise; referral; informed consent
- K28 the emergency procedures of the facility/organisation
- K29 the Pre-Activity Readiness Questionnaire (PAR-Q) and how to record information on it

For Unit 104.2 Plan safe and effective group exercise sessions

- K30 how to identify and agree objectives for the session based on collected information
- K31 how to apply the principles and variables of fitness to a range of activities which will achieve various health benefits and the required fitness development
- K32 how to use a range of equipment to achieve required fitness development
- K33 the health and environmental factors which can influence safety; factors which effect group/individual working space
- K34 how to record plans in the required format

For Unit 104.3 prepare equipment for group exercise sessions

- K35 the manufacturers' guidelines and organisation's guidelines for replacement of equipment
- K36 a range of equipment used in group exercise sessions, for example, musical equipment, dumbbells, barbells, bands and tubing, body bars
- K37 the safe storage of equipment
- K38 what to look for when checking equipment
- K39 safe manual handling techniques

Unit 104 Plan and prepare group exercise sessions with music (D414)

What we mean by some of the words used in this unit

Another professional

this could be a more experienced or appropriate teacher/instructor or another organisation

Barriers to participation

for example, cultural background and customs, confidence level, previous experience, perceived attitude of others, ability

Confidential information

information that should only be passed on to authorised people; this information could include client medical conditions, personal circumstances etc; this infers the safe storage of documentation.

Environment

the place where the physical activities will take place

Expected clients

this should include: numbers, age, gender, level of previous experience and any medical conditions or disabilities

Hazard

something that may cause harm: for example, an activity that could lead to an injury, the layout of equipment, trailing cable, water spillage etc

Information

this would include information gathered through a Pre-Activity Readiness Questionnaire

Minimising risk

taking action to reduce the risk of a hazard actually causing harm – for example, warning clients about dangers and ensuring they are properly prepared, making sure there is adequate space between clients and equipment

Needs and potential

including previous and current level of activity, and psychological needs and potential, including motivation to participate

Physical activities

for example, effective warm-up, aerobic exercises, muscular strength or endurance exercises, cool down and flexibility

Plan

a written description of how the physical activities will be organised including effective warm up aerobic exercise, muscular strength or endurance exercises, cool down and flexibility, as appropriate to the clients

Pre-Activity Readiness Questionnaire

this is generally referred to as a PAR-Q and is completed by clients prior to exercise

Risk

the likelihood of a hazard actually causing harm

Timing and sequencing

when certain activities should take place and the order in which the clients should carry them out including warm up, aerobic exercises, muscular strength and endurance exercises, cool down and flexibility

Your own level of competence

what you are capable of instructing safely and in a way that meets the clients' needs

Unit 104 Plan and prepare group exercise sessions with music (D414)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real exercise and fitness context (with the possible exception of some of the items listed under 'Use of supplementary evidence' below). This evidence will be gathered by the assessor examining products of the candidate's work. These are likely to be: information they have collected about the participants (this may be in the form of a Pre-Activity Readiness Questionnaire), the aims of the programme, evaluations and action plans arising from previous sessions, the objectives of the session, detailed session plans and risk assessments. The assessor will also observe the candidate preparing suitable equipment.

There must also be evidence that the candidate's work has met the requirements listed under 'What you must cover'. This stipulates a minimum number of items to be assessed through the candidate's real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for any part of this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition, supplementary evidence may be used for 104.1., 104.2.7 and 104.3.6 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K30 how to identify and agree objectives for the session based on collected information'). If there is evidence from the candidate's own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 105

Instruct a group exercise session with music (D415)

Overview

Introduction

Improving people's physical activity levels and personal fitness lies at the heart of instructing group exercise. This involves the thorough preparation of the clients, giving them clear instructions, explanations and demonstrations of skills and techniques, giving them the opportunity to practise these and correcting what they do with clear and positive feedback.

The unit is divided into three parts. The first part describes the four things you have to do. The second part covers the knowledge and understanding you must have. The third part gives examples and explanations of some of the words we use in the unit.

- 105.1 Prepare clients for the group exercise session
- 105.2 Instruct planned activities to the clients
- 105.3 Help clients improve their performance
- 105.4 Bring the group exercise session to an end

Target group

This unit is for instructors who plan, instruct and review group exercise sessions to the beat of the music. It also covers music-based circuit training.

Linked units

This unit links closely with units 102, 103 and 104.

Unit 105

Instruct a group exercise session with music (D415)

105.1

Prepare clients for the group exercise session

What you must do

To meet the national standard, you must:

- 1 arrive in time to set up the **session**, meet the **clients** punctually and make them feel welcome and at ease
- 2 check **clients'** level of experience and ability for the **session**, identifying any new clients
- 3 explain the demands of the **session** including physical and technical
- 4 ask **clients** if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the **session**
- 5 provide **clients** with clear information about the activities you have planned for the **session** and explain the exercises
- 6 choose and apply methods of motivating **clients** that are appropriate to them and accepted good practice
- 7 advise **clients** of the facility's emergency procedures and health and safety requirements for the **session**
- 8 confirm or revise your plans for the **session** if necessary.

What you must cover

From your work you must show that you have prepared **all** of the following:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability groups
- 4 people with low fitness

for at least **three** of the following types of:

b **sessions**

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning.

(one of which must be aerobics)

Unit 105

Instruct a group exercise session with music (D415)

105.2

Instruct planned activities to the clients

What you must do

To meet the national standard, you must:

- 1 prepare **clients** physically for the **session** using safe and effective warm ups
- 2 make sure that explanations and demonstrations are technically correct with safe and effective alignment of exercise positions as appropriate to **clients'** needs and level of experience
- 3 give **clients** the opportunity to ask questions
- 4 provide effective cueing to enable **clients** to work to the beat and phrase of music
- 5 use volume and pitch of the voice effectively relative to the music
- 6 ensure that clients take part in the **session** in a safe manner
- 7 keep to the planned timings for the **session**
- 8 apply an appropriate code of practice during the **session** for all clients.

What you must cover

From your work you must show that you have given instructions, explanations and demonstrations to **all** of the following types of:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

and you must show that you have given instructions, explanations and demonstrations appropriate to at least **three** of the following types of:

b **sessions**

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning.

(one of which must be aerobics)

Unit 105

Instruct a group exercise session with music (D415)

105.3

Help clients improve their performance

What you must do

To meet the national standard, you must:

- 1 provide appropriate attention and motivation to all **clients**
- 2 observe **clients'** performance throughout the **session** from an appropriate instructing position
- 3 check regularly for the **clients** ability to cope with the exercises and use appropriate **teaching methods** to correct and reinforce technique
- 4 build up exercises gradually and explain the purpose of exercises
- 5 provide instructing points and feedback which is timely, clear and helps **clients** achieve their objectives
- 6 adapt the activities to respond to the changing needs of the **clients**, equipment and environment during the **session**.

What you must cover

From your work you must show that you have helped to improve the performance of **all** below:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

for at least **three** of the following types of:

b **sessions**

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning

(one of which must be aerobics)

and using **all** of the following:

c teaching methods

- 1 changing teaching positions
- 2 asking questions
- 3 making adaptations and progressions
- 4 verbal and visual communications
- 5 mirroring

Unit 105

Instruct a group exercise session with music (D415)

105.4

Bring the group exercise session to an end

What you must do

To meet the national standard, you must:

- 1 allow sufficient time to end the **session** according to the **clients'** level of experience
- 2 end the **session** using cool down activities that are safe and effective for the **clients**
- 3 give the **clients** an accurate summary of your feedback on the **session**
- 4 give the **clients** the opportunity to:
 - think about the session
 - ask questions
 - provide feedback
 - identify their further needs
- 5 make sure the **clients** have information about future **sessions**
- 6 follow the correct procedures for checking and dealing with any equipment used
- 7 leave the environment in a condition acceptable for future use
- 8 pass on suggestions for improving health and safety to a competent person or agency.

What you must cover

From your work you must show that you ended a group exercise session involving **all** of the following:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

for at least **three** of the following types of:

b **sessions**

- 1 aerobics
- 2 step
- 3 circuit training
- 4 muscle conditioning
- 5 stretch conditioning.

(one of which must be aerobics)

Unit 105 Instruct a group exercise session with music (D415)

What you must know and understand

To be competent in this unit, you must know and understand the following:

Basic Anatomy & Physiology

- K1 the application of the principles and variables of fitness to the components of fitness
- K2 the structure and function of the skeleton; structure and range of movement of the spine; bone growth; structure of a synovial joint; ranges of movement of major synovial joints
- K3 the long and short term effects of exercise on bone and synovial joints
- K4 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K5 long and short term effects of exercise on muscles
- K6 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K7 the short and long term effects of exercise on the heart, lungs and circulatory system
- K8 the aerobic and anaerobic energy systems and the energy requirements of physical activity
- K9 the effect of speed on posture, alignment and intensity
- K10 the effect of levers, gravity and resistance on exercise

For the whole unit

- K11 the Exercise and Fitness Code of Ethical Practice acknowledging aspects which are relevant to the planned and taught session, and ensuring equal opportunities is reflected during the exercise session
- K12 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act
- K13 the aims of the programme that you are delivering
- K14 the needs and potential of the clients
- K15 the types of special needs that clients may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs and reasons for temporary deferral of exercise;
- K16 a range of basic exercises that are safe and appropriate for clients; safe and effective alignment of exercise positions
- K17 a range of alternative exercises for adaptation or progression
- K18 the purpose of exercises, how to break exercise/movements down to their component parts
- K19 how to develop participant co-ordination by building exercises/movements up gradually, including layering techniques and holding patterns
- K20 the importance/methods of voice projection; effective use of volume and pitch of voice with and without a microphone
- K21 the structure of music beats and phrases suitability of speed and type of music for the clients and section of the class

- K22 legalities of the use of music, use of tapes and CDs
- K23 effective methods of building combinations of movements; including chorus/verse, 32 count phrasing; add on choreography
- K24 the information that you must give to other people who are involved in the session
- K25 how to identify any new risks during a session and take action to control these in line with national guidelines
- K26 the basic requirements of the Health and Safety at Work Act and other relevant legislation which apply to the candidates work
- K27 the importance of health and safety in the facility and of paying close attention to possible hazards
- K28 the range of health, safety, and risk assessment checks which must be carried out
- K29 the types of hazard which may occur in the range of facility areas and how to identify and deal with these
- K30 reporting procedures for health and safety

Unit 105 Instruct a group exercise session with music (D415)

What we mean by some of the words used in this unit

Another professional

a more senior instructor or the person responsible for the venue where you are running the session

Code of conduct

the Exercise and Fitness Code of Ethical Practice

Equipment

the equipment that the clients will use or be introduced to

Preparing clients physically and mentally

this will involve exercises to ensure the body is prepared for the activities in the session ('warm up') and making sure the clients are in the right frame of mind

Reasons why clients should not take part in the sport or activity

these will usually be medical reasons, occasionally they may be psychological or emotional

Session

a period during which you will instruct clients in exercise to music

Technically correct demonstrations

as defined by competent national sources

Unit 105 **Instruct a group exercise session with music** **(D415)**

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real exercise and fitness context (with the possible exceptions of those items listed under 'Use of supplementary evidence' below). This evidence must be gathered by the assessor observing the candidate for more than one session. There should be sufficient session observations to ensure that the candidate has met all the requirements.

There must also be evidence that the candidate's work has met the requirements listed under 'What you must cover'. This stipulates a minimum number of items to be assessed through the candidate's real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for any part of this unit.

Use of Supplementary Evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition, supplementary evidence may be used for 105.1.8 and 105.4.8 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K19 how to develop participant co-ordination by building exercises/movements up gradually', including layering techniques and holding patterns). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 106

Plan and prepare gym-based activities with clients (D410)

Overview

Introduction

Thorough preparation is essential for the success of gym-based activities. It is important for instructors to identify, plan for and agree:

- the needs and potential of the clients taking part
- specific goals the clients wish to achieve
- physical activities that will help them achieve these goals
- available equipment and facilities
- health and safety hazards and risks.

Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

The unit is divided into three parts. The first part describes the three things you have to do. The second part covers the knowledge and understanding you must have. The third part gives examples and explanations of some of the words we use in the unit.

- 106.1 Collect and analyse relevant information
- 106.2 Plan safe and effective gym-based physical activities
- 106.3 Prepare and maintain equipment for gym-based activities

Target groups

This unit is for instructors who plan, instruct, support and review gym-based activities.

Linked units

This unit links closely with units 102, 103 and 107.

Unit 106

Plan and prepare gym-based activities with clients (D410)

106.1

Collect and analyse relevant information

What you must do

To meet the national standard, you must:

- 1 collect the **information** you need to plan **gym-based activities**
- 2 make sure the **information** is accurate and up-to-date
- 3 analyse the **information** and identify the implications for the **gym-based activities**
- 4 refer any **client** whose needs and potential you cannot meet to another professional
- 5 maintain confidentiality.

What you must cover

From your work you must show that you have collected and checked **all** of the following types of:

a information

- 1 personal goals
- 2 lifestyle
- 3 medical history
- 4 physical activity history
- 5 physical activity preferences
- 6 disability or communication needs

and collected information about at least **four** of the following types of:

b clients

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced

for **two** of the following types of:

c gym-based activities to develop

- 1 cardio-vascular fitness
- 2 muscular fitness
- 3 flexibility.

Unit 106

Plan and prepare gym-based activities with clients (D410)

106.2

Plan safe and effective gym-based physical activities

What you must do

To meet the national standard, you must:

- 1 identify **objectives** that are appropriate to:
 - the needs and potential of your client
 - accepted good practice in the industry
 - your own level of competence
- 2 plan and agree with your **client gym-based activities** that will help them achieve their planned **objectives**
- 3 identify **hazards** and assess the risk of these **hazards** actually causing harm
- 4 plan how you will minimise these risks
- 5 get advice from another professional if there are any **objectives, gym-based activities** or risks you do not feel competent to deal with
- 6 plan realistic timings and sequences for **gym-based activities**, including recovery times between sets
- 7 record your plans in the format required by your organisation.

What you must cover

From your work you must show that you have planned for **all** of the following types of:

a objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques

planned for at least **four** of the following types of:

b clients

- 1 individual
- 2 group
- 3 people with low fitness
- 4 experienced
- 5 inexperienced

for at least **two** of the following types of:

c **gym-based activities** to develop

- 1 cardio-vascular fitness
- 2 muscular fitness
- 3 flexibility.

From your work you must show that you have identified and assessed at least **three** of the following:

d **hazards**, relating to

- 1 the activities you are planning
- 2 other activities happening at the same time
- 3 the equipment the client will use
- 4 the environment in which the activities will take place.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 106

Plan and prepare gym-based activities with clients (D410)

106.3

Prepare and maintain equipment for gym-based activities

What you must do

To meet the national standard, you must:

- 1 identify and select the correct **equipment** for the physical activities
- 2 check the **equipment** is in safe working order
- 3 lift and handle the **equipment** in a way that prevents injury and damage
- 4 make sure there is sufficient space for safe exercise performance
- 5 make sure there is sufficient **equipment** for the **clients**
- 6 follow the correct procedures for checking **equipment** and dealing with any items that are unsafe
- 7 leave the environment in a condition acceptable for future use
- 8 refer any health, safety or welfare issues to do with **equipment** to an appropriate person.

What you must cover

From your work you must show that you have selected and prepared **all** of the following:

a **equipment**

- 1 to develop cardio-vascular fitness
- 2 to develop muscular fitness
- 3 to develop flexibility
- 4 to provide for client comfort and welfare

for at least **four** of the following.

b **clients**

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 106 Plan and prepare gym-based activities with clients (D410)

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

Basic Anatomy & Physiology

- K1 the application of the principles and variables of fitness to the components of fitness
- K2 the structure and function of the skeleton; structure and range of movement of the spine; bone growth; structure of a synovial joint; ranges of movement of major synovial joints
- K3 the long and short term effects of exercise on bone and synovial joints
- K4 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K5 long and short term effects of exercise on muscles
- K6 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K7 the short and long term effects of exercise on the heart, lungs and circulatory system
- K8 the aerobic and anaerobic energy systems and the energy requirements of physical activity
- K9 the effect of speed on posture, alignment and intensity
- K10 the effect of levers, gravity and resistance on exercise

The instructor must also be able to demonstrate knowledge, understanding and application of the following

- K11 the Exercise and Fitness Code of Ethical Practice acknowledging aspects which are relevant to the planned and taught activities, and ensuring equal opportunities are reflected during physical activity
- K12 the importance of careful and thorough planning and preparation for physical activity
- K13 the requirements for health and safety that are relevant to the activities you are planning, for example: factors which effect group/individual working space, your organisation's health and safety policies and procedures, the Health and Safety at Work Act
- K14 the needs and potential of the clients including reasons for and barriers to participation in the appropriate activity and how to motivate clients
- K15 exercises that are safe and appropriate for clients, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
- K16 your organisation's additional pre activity screening procedures for older adults
- K17 additional organisational procedures which need to be followed when planning and leading an exercise session involving individual older adults
- K18 your organisation's additional pre-activity screening procedures for individual pre-and post-natal clients
- K19 additional organisational procedures which need to be followed when planning and leading an exercise session involving individual pre-and post-natal clients

- K20 your organisation's pre-activity screening procedures disabled people, for example to identify communication needs or exercise adjustments
- K21 the additional organisational procedures which need to be followed when planning and leading an exercise session involving disabled people
- K22 how to plan to use a range of cardiovascular and resistance machines, weights - barbells, dumbbells, collars, benches, protective floor, mats

For Unit 106.1 Collect and analyse relevant information

- K23 the factors which effect the ability to exercise; screening process, including primary and secondary risk factors of coronary heart disease;
- K24 reasons for temporary deferral of exercise; referral; informed consent
- K25 the emergency procedures of the facility/organisation
- K26 the Pre Activity Readiness Questionnaire (PAR-Q) and how to record information on it

For Unit 106.2 Plan safe and effective gym-based activities

- K27 how to identify and agree objectives for the session based on collected information
- K28 how to apply the principles and variables of fitness to a range of gym-based activities which will achieve various health benefits and the required fitness development
- K29 how to use a range of equipment to achieve required fitness development
- K30 the health and environmental factors which can influence safety; factors which effect group/individual working space
- K31 how to record plans in the required format

For Unit 106.3 Prepare and maintain equipment for gym-based activities

- K32 the organisation's guidelines for replacement of equipment
- K33 the manufacturers' guidelines for the checking and maintenance of cardiovascular and resistance training machines
- K34 a range of cardio-vascular and resistance machines, weights, barbells, dumbbells, collars, benches, protective floor /mats
- K35 the safe storage of free weight equipment
- K36 what to look for when checking equipment
- K37 safe manual handling techniques
- K38 the importance of health and safety in the facility and paying close attention to possible hazards
- K39 the types of hazards that may occur in the facility in which you work and how to identify and deal with these
- K40 reporting procedures for health and safety

Unit 106 Plan and prepare gym-based activities with clients (D410)

What we mean by some of the words used in this unit

Barriers to participation

for example, cultural background and customs, confidence level, previous experience, perceived attitude of others, ability

Clients

the people the candidate is instructing during the physical activities

Confidential information

information that should only be passed on to authorised people; this information could include client medical conditions, personal circumstances etc this infers the safe storage of documentation

Environment

the place where the physical activities will take place

Expected clients

this should include: numbers, age, gender, level of previous experience and any medical conditions or disability

Hazard

something that may cause harm: for example, an activity that could lead to an injury, the layout of equipment, trailing cable, water spillage etc

Information

this would include information gathered through a Pre-Activity Readiness Questionnaire

Informed consent

an agreement to do something or to allow something to happen made with complete knowledge of all relevant facts, such as the risks involved or any available alternatives

Minimising risk

taking action to reduce the risk of a hazard actually causing harm – for example, warning clients about dangers and ensuring they are properly prepared, making sure there is adequate space between clients and equipment

Needs and potential

including previous and current level of activity, and psychological needs and potential, including motivation to participate

Other professional

this could be a more experienced or appropriate teacher/instructor or another organisation

Physical activities

for example, effective warm-up, aerobic exercises, muscular strength or endurance exercises, cool down and flexibility

Plan

a written description of how the physical activities will be organised including effective warm up aerobic exercise, muscular strength or endurance exercises, cool down and flexibility, as appropriate to the clients

Pre-Activity Readiness Questionnaire

this is generally referred to as a PAR-Q and is completed by clients prior to exercise

Referral

specifically directing a client to personnel and/or facilities for further information and/or advice

Risk

the likelihood of a hazard actually causing harm

Temporary deferral of exercise

if the client has answered yes to certain questions within the PAR-Q, they may need to seek medical advice before they can start their exercise programme

Timing and sequencing

when certain activities should take place and the order in which the clients should carry them out including warm up, aerobic exercises, muscular strength and endurance exercises, cool down and flexibility

Your own level of competence

what you are capable of instructing safely and in a way that meets the clients' needs

Unit 106 Plan and prepare gym-based activities with clients (D410)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in an exercise and fitness context (with the possible exception of items listed under ‘Use of supplementary evidence’ and ‘Simulation’ below). This evidence must be gathered by the assessor observing the candidate planning more than one session, for example, interviewing and assessing clients and working with them to develop exercises for a series of sessions. The assessor will also examine products of the candidate’s work – for example Pre-Activity Readiness Questionnaires and session plans. There should be sufficient observations and products of work to ensure that the candidate has met all the requirements.

There must also be evidence that the candidate’s work has met the requirements listed under ‘What you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that the candidate has planned for participants to use a **minimum of five** of the following types of equipment:

- Upright cycle
- Recumbent cycle
- Treadmill
- Stepper
- Rowing machine
- Elliptical trainer
- Cross trainer.

Candidates must also show they have planned for a **minimum of nine** exercises from each of the following:

- Resistance machine lifts
- Free weight lifts.

Joint/Movement	Resistance Training Machine	Free Weight
Shoulder flexion	Seated chest press (neutral grip)	DB front raise
Shoulder extension	Low pulley row Seated row (neutral grip)	Single arm row DB bent arm pullover

Joint/Movement	Resistance Training Machine	Free Weight
Shoulder abduction	Shoulder press	Shoulder press (DB) Lateral raise (DB) BB upright row
Shoulder adduction	Lat pull down (in front of chest)	Chins
Shoulder horizontal flexion	Bench press Seated chest press (BB grip) Pec dec	Bench press Chest press (DB) DB flies
Shoulder horizontal extension	Seated row (BB grip)	DB prone flye
Elbow extension	Tricep pushdown (high pulley) Tricep press	Supine tricep press (BB) Single arm tricep press (DB)
Elbow flexion	Bicep curl (low pulley) Seated bicep curl	BB curl Seated DB curls
Trunk flexion	Abdominal curl	Abdominal curl
Hip extension	Leg press Total hip	Back squat (BB)
Hip adduction	Seated adductor Total hip	
Hip abduction	Seated abductor Total hip	
Knee extension	Seated knee extension Leg press	Back squat
Knee flexion	Lying thigh curl Seated thigh curl	

Evidence for at least **four** of these must come from the workplace. The remainder may be covered by simulation.

Simulation

Simulation is only allowed for lifts detailed above that have not been covered by workplace evidence. All simulations must comply with the Assessment Strategy for this qualification.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition supplementary evidence may be used for 106.1.4, 106.2.5 and 106.3.6 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K27 how to identify and agree objectives for the session based on collected information'). If there is evidence from the candidate's own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 107

Instruct, observe and assist gym-based activities (D411)

Overview

Introduction

Improving people's personal fitness lies at the heart of instructing gym-based physical activities. This involves the thorough preparation of the clients, giving them clear instructions, explanations and demonstrations of skills and techniques, providing the opportunity to practise these and correcting what they do with clear and positive feedback. Once the client has shown they can carry out the activities safely and effectively, the instructor will need to observe and assist them and other clients on an on-going basis in the gym.

The unit is divided into three parts. The first part describes the three things you have to do. The second part covers the knowledge and understanding you must have. The third part gives examples and explanations of some of the words we use in this unit.

- 107.1 Prepare clients for gym-based physical activities
- 107.2 Instruct planned activities to the clients
- 107.3 Observe and assist gym-based activities

Target group

This unit is for instructors who plan, instruct, assist and review gym-based physical activities.

Linked units

This unit links closely with units 102, 103 and 106.

Unit 107

Instruct, observe and assist gym-based activities (D411)

107.1

Prepare clients for gym-based physical activities

What you must do

To meet the national standard, you must:

- 1 make sure the environment and equipment is prepared for the planned **gym-based activities**
- 2 meet the **clients** punctually and help them feel welcome and at ease
- 3 collect any new information as required
- 4 ask **clients** if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in **gym-based activities**
- 5 explain the **gym-based activities** you have planned and their demands including physical and technical demands
- 6 motivate the **clients** in a way that is appropriate to them
- 7 advise **clients** of the facility's emergency procedures
- 8 confirm or revise your plans if necessary.

What you must cover

From your work you must show that you have prepared at least **four** of the following:

a **clients**

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced

for at least **all** of the following types of:

b **gym based activities**

- 1 cardio-vascular fitness
- 2 muscular fitness
- 3 flexibility

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 107

Instruct, observe and assist gym-based activities (D411)

107.2

Instruct planned activities to the clients

What you must do

To meet the national standard, you must:

- 1 use warm up and cool down activities that are safe and effective for the **client**
- 2 give the **client** explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions
- 3 give clear explanations and demonstrations that are appropriate to the **client's** needs and level of experience
- 4 check the **client's** understanding of instructions and give them the opportunity to ask questions
- 5 observe the **client** during **gym-based activities** and monitor intensity
- 6 ensure that the **client** carries out **gym-based activities** in a safe and effective manner
- 7 give the **client** the necessary information and motivation to continue to carry out the **gym-based activities** without your direct supervision
- 8 keep to the planned timings
- 9 give the **client** an accurate summary of your feedback
- 10 make sure the **client** has the necessary information about future activities and review procedures.

What you must cover

From your work you must show that you have given instructions, explanations and demonstrations appropriate to **all** of the following types of:

a gym-based activities to develop

- 1 cardio-vascular fitness
- 2 muscular fitness
- 3 flexibility

given instructions, explanations and demonstrations to at least **four** of the following types of:

b clients

- 1 individuals
- 2 groups
- 3 people with low fitness
- 4 experienced
- 5 inexperienced

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 107

Instruct, observe and assist gym-based activities (D411)

107.3

Observe and assist gym-based activities

What you must do

To meet the national standard, you must:

- 1 move around the gym so that you can observe all **clients'** and respond to their needs in a fair and equitable way
- 2 make sure all **clients** can take part in **gym-based activities**
- 3 monitor the safety and effectiveness of **gym-based activities** and adapt these accordingly
- 4 provide feedback and instructing points which are timely, clear and motivational
- 5 encourage and support **clients** in taking responsibility for their own fitness
- 6 review **clients'** progress and offer fitness advice in response to **clients'** changing needs
- 7 give **clients** the chance to ask questions and provide them with appropriate and clear information
- 8 refer the **client** to another professional when their needs go beyond your level of competence.

What you must cover

From your work you must show that you have observed and assisted in **all** of the following:

- a gym based activities** to develop
- 1 cardio-vascular fitness
 - 2 muscular fitness
 - 3 flexibility

monitored, encouraged and supported at least **four** of the following types of:

- b clients**
- 1 individuals
 - 2 groups
 - 3 people with low fitness
 - 4 experienced
 - 5 inexperienced

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 107 Instruct, observe and assist gym-based activities (D411)

What you must know and understand

To be competent in this unit, you must know and understand the following:

Basic Anatomy & Physiology

- K1 the application of the principles and variables of fitness to the components of fitness
- K2 the structure and function of the skeleton; structure and range of movement of the spine; bone growth; structure of a synovial joint; ranges of movement of major synovial joints
- K3 the long and short term effects of exercise on bone and synovial joints
- K4 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K5 long and short term effects of exercise on muscles
- K6 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K7 the short and long term effects of exercise on the heart, lungs and circulatory system
- K8 the aerobic and anaerobic energy systems and the energy requirements of physical activity
- K9 the effect of speed on posture, alignment and intensity
- K10 the effect of levers, gravity and resistance on exercise

For the whole unit

- K11 the *Exercise and Fitness Code of Ethical Practice* acknowledging aspects which are relevant to the planned and taught session, and ensuring equal opportunities is reflected during the exercise session
- K12 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act,
- K13 the needs and potential of the clients
- K14 the types of special needs that clients may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs and reasons for temporary deferral of exercise;
- K15 a range of basic exercises that are safe and appropriate for clients; safe and effective alignment of exercise positions
- K16 a range of alternative exercises for adaptation or progression
- K17 the purpose of exercises, how to break exercise/movements down to their component parts
- K18 how to develop client co-ordination by building exercises/movements up gradually
- K19 the importance of fitness advice and how to offer it in gym-based activity
- K20 the importance/methods of voice projection; effective use of volume and pitch of voice
- K21 the information that you must give to other people who are involved
- K22 the importance of health and safety in the facility and of paying close attention to possible problems
- K23 the range of health, safety, and risk assessment checks which must be carried out

- K24 the types of hazards which may occur in the range of facility areas and how to identify and deal with these
- K25 reporting procedures for health and safety

Unit 107 Instruct, observe and assist gym-based activities (D411)

What we mean by some of the words used in this unit

Another professional

a more senior instructor or the person responsible for the venue where you are instructing clients

Code of conduct

the Exercise and Fitness Code of Ethical Practice

Equipment

the equipment that the clients will use or be introduced to

Fitness advice

this is simple information to help keep clients motivated, usually in the form of encouragement designed to develop compliance in line with the agreed goals and objectives

Preparing clients physically and mentally

this will involve exercises to ensure the body is prepared for the activities and making sure the clients are in the right frame of mind

Reasons why clients should not take part in the sport or activity

these will usually be medical reasons, occasionally they may be psychological or emotional

Technically correct demonstrations

as defined by competent national sources

Unit 107 Instruct, observe and assist gym-based activities (D411)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under ‘What you must do’ through their own work in a real exercise and fitness context (with the possible exceptions of those items listed under ‘Use of supplementary evidence’ below). This evidence must be gathered by the assessor observing the candidate for more than one session. There should be sufficient session observations to ensure that the candidate has met all the requirements.

There must also be evidence that the candidate’s work has met the requirements listed under ‘What you must cover’. This stipulates a minimum number of items to be assessed through the candidate’s real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

There must be evidence that the candidate has instructed participants to use a **minimum of five** of the following types of equipment:

- Upright cycle
- Recumbent cycle
- Treadmill
- Stepper
- Rowing machine
- Elliptical trainer
- Cross trainer.

Candidates must also show they have instructed a **minimum of nine** exercises from each of the following:

- Resistance machine lifts
- Free weight lifts.

Joint/Movement	Resistance Training Machine	Free Weight
Shoulder flexion	Seated chest press (neutral grip)	DB front raise
Shoulder extension	Low pulley row Seated row (neutral grip)	Single arm row DB bent arm pullover

Joint/Movement	Resistance Training Machine	Free Weight
Shoulder abduction	Shoulder press	Shoulder press (DB) Lateral raise (DB) BB upright row
Shoulder adduction	Lat pull down (in front of chest)	Chins
Shoulder horizontal flexion	Bench press Seated chest press (BB grip) Pec dec	Bench press Chest press (DB) DB flies
Shoulder horizontal extension	Seated row (BB grip)	DB prone flye
Elbow extension	Tricep pushdown (high pulley) Tricep press	Supine tricep press (BB) Single arm tricep press (DB)
Elbow flexion	Bicep curl (low pulley) Seated bicep curl	BB curl Seated DB curls
Trunk flexion	Abdominal curl	Abdominal curl
Hip extension	Leg press Total hip	Back squat (BB)
Hip adduction	Seated adductor Total hip	
Hip abduction	Seated abductor Total hip	
Knee extension	Seated knee extension Leg press	Back squat
Knee flexion	Lying thigh curl Seated thigh curl	

Evidence for at least **four** of these must come from the workplace. The remainder may be covered by simulation.

Simulation

Simulation is only allowed for lifts detailed above that have not been covered by workplace evidence. All simulations must comply with the Assessment Strategy for this qualification.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition, supplementary evidence may be used for 107.1.7 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K18 how to develop participant co-ordination by building exercises/movements up gradually'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 108

Plan and prepare water-based exercise sessions (D412)

Overview

Introduction

Thorough preparation is essential for the success of a water-based exercise session. It is important for instructors to identify, plan for and agree:

- the needs and potential of the clients taking part
- specific goals the clients wish to achieve
- exercise that will help them achieve these goals
- available equipment and facilities
- health and safety hazards and risks.

Instructors must also take account of guidelines from relevant national bodies and their own prior experience when planning and preparing sessions.

The unit is divided into three parts. The first part describes the three things you have to do. The second part covers the knowledge and understanding you must have.

The third part gives examples and explanations of some of the words we use in the unit.

108.1	Collect and analyse relevant information
108.2	Plan safe and effective water-based exercise sessions
108.3	Prepare equipment for water-based exercise sessions

Target group

This unit is for instructors who plan, instruct and review water-based exercise sessions.

Linked units

This unit links closely with units 102, 103 and 109.

Unit 108

Plan and prepare water-based exercise sessions (D412)

108.1

Collect and analyse relevant information

What you must do

To meet the national standard, you must:

- 1 collect the **information** you need to plan water-based exercise **sessions**
- 2 make sure the **information** is accurate and up-to-date
- 3 analyse the **information** and identify the implications for the exercise physical activities
- 4 refer any **client** whose needs and potential you cannot meet to another professional
- 5 maintain confidentiality

What you must cover

From your work you must show that you have collected and checked **all** of the following types of:

a **information**

- 1 personal goals
- 2 lifestyle
- 3 medical history
- 4 physical activity history
- 5 physical activity preferences
- 6 disability or communication needs

and collected information about **all** of the following types of:

b **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability groups
- 4 people with low fitness

for at least one of the following types of:

c **session** environment

- 1 shallow water
- 2 deep water

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above

Unit 108

Plan and prepare water-based exercise sessions (D412)

108.2

Plan safe and effective water-based exercise sessions

What you must do

To meet the national standard, you must:

- 1 identify **objectives** that are appropriate to:
 - the needs and potential of your clients,
 - accepted good practice in the industry
 - your own level of competence
 - the aims of the session
- 2 plan **sessions** that will help the **clients** take part and achieve their planned **objectives**
- 3 plan for the use of music where appropriate to the **session**
- 4 identify **hazards** and carry out a risk assessment
- 5 plan how you will minimise risks
- 6 seek advice from another appropriate professional if there is anything you are not competent to deal with
- 7 plan realistic timings and sequences for **sessions**
- 8 record your plans in the required format

What you must cover

From your work you must show that you have planned for **all** of the following types of:

a objectives

- 1 improve fitness
- 2 improve motivation
- 3 address barriers to participation
- 4 improve skills and techniques
- 5 provide opportunities for fun and enjoyment

planned for **all** of the following types of:

b clients

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

for at least **one** of the following types of:

c session environment

- 1 shallow water
- 2 deep water

and you must show that you have identified and assessed at least **three** of the following:

d hazards, relating to

- 1 the activities you are planning
- 2 other activities happening at the same time
- 3 the equipment the client will use
- 4 the environment in which the physical activities will take place

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 108

Plan and prepare water-based exercise sessions (D412)

108.3

Prepare equipment for water-based exercise sessions

What you must do

To meet the national standard, you must:

- 1 identify and select the correct equipment for the sessions
- 2 check the **equipment** is in safe working order
- 3 lift and handle the **equipment** in a way that prevents injury and damage
- 4 ensure and organise sufficient space for safe exercise performance
- 5 provide sufficient **equipment** for the **clients**
- 6 follow correct health and safety procedures for any unsafe **equipment**.

What you must cover

From your work you must show that you have prepared resources for at least **one** of the following types of:

a session environment

- 1 shallow water
- 2 deep water

arranged resources for **all** of the following types of:

b clients

- 1 experienced
- 2 inexperienced
- 3 mixed ability groups
- 4 people with low fitness

identified and obtained at least **two** of the following types of:

c equipment

- 1 to develop cardio-vascular fitness
- 2 to develop muscular fitness
- 3 for client comfort and welfare

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 108 Plan and prepare water-based exercise sessions (D412)

What you must know and understand

To be competent in this unit, you must know and understand the following:

For the whole unit

Basic Anatomy & Physiology

- K1 the principles and variables of fitness
- K2 the different effects of land- and water-based activities
- K3 the structure and function of the skeleton; structure and range of movement of the spine; bone growth; structure of a synovial joint; ranges of movement of major synovial joints
- K4 the long and short term effects of exercise on bone and synovial joints
- K5 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K6 long and short term effects of exercise on muscles
- K7 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K8 the short and long term effects of exercise on the heart, lungs and circulatory system
- K9 the aerobic and anaerobic energy systems and the energy requirements of physical activity

Water-Based Physical Activity

- K10 the effect of water-based activities on energy expenditure
- K11 the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise
- K12 understanding of four basic strokes and corrections-body position, leg movement, arm movement, breathing type and timing
- K13 awareness of the different muscle groups associated with the four different strokes
- K14 the use of synergistic arm movements and muscle contractions in the water
- K15 theories of lift/propulsion and their applications in aquatic exercise
- K16 the effect water has on the body, eg greater range of joint movement, mobility and hyperbaric pressure on the chest
- K17 injury prevention in water based activities
- K18 an awareness of how water-based activities can contribute to injury rehabilitation
- K19 how water-based activities can contribute to weight management

For the whole unit

- K20 the Exercise and Fitness Code of Ethical Practice acknowledging aspects which are relevant to the planned and taught sessions, and ensuring equal opportunities are reflected during the exercise session

- K21 the importance of careful and thorough planning and preparation for sessions
- K22 requirements for health and safety that are relevant to the sessions you are planning, for example: factors which effect group/individual working space, your organisation's health and safety policies and procedures, the Health and Safety at Work Act
- K23 the entries and exits to a pool
- K24 the needs and potential of the clients including reasons for and barriers to participation in the appropriate session
- K25 exercises that are safe and appropriate for clients, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
- K26 your organisation's additional pre-activity screening procedures for older adults
- K27 additional organisational procedures which need to be followed when planning and leading an exercise session involving individual older adults
- K28 your organisation's additional pre-activity screening procedures for individual pre-and post-natal clients
- K29 additional organisational procedures which need to be followed when planning and leading an exercise session involving individual pre-and post-natal clients
- K30 your organisation's pre-activity screening procedures for disabled people, for example to identify communication needs or exercise adjustments
- K31 the additional organisational procedures which need to be followed when planning and leading an exercise session involving disabled people
- K32 pacing and speed of exercises in an aquatic environment
- K33 how music can enhance a session and the suitability of speed and type of music for the participants and section of the class (where used)
- K34 legalities of the use of music (where used)
- K35 use of tapes and CDs and effective cueing (where used)

For Unit 108.1 Collect and analyse relevant information

- K36 the factors which effect the ability to exercise; screening process, including primary and secondary risk factors of coronary heart disease
- K37 reasons for temporary deferral of exercise; referral; informed consent
- K38 the emergency procedures of the facility/organisation
- K39 the Pre-Activity Readiness Questionnaire (PAR-Q) and how to record information on it

For Unit 108.2 Plan safe and effective water-based exercise sessions

- K40 how to identify and agree objectives for the session based on collected information
- K41 the environmental factors of water temperature and depth, humidity and air temperature
- K42 the effects of thermoregulation on class structure
- K43 considerations for the inclusion of non-swimmers
- K44 the effects of buoyancy, water resistance and turbulence on water-based physical activity
- K45 the effects of water on static and travelling balance
- K46 the health and environmental factors which can influence safety; factors which affect group/individual working space
- K47 how to use a range of resistance and buoyancy equipment eg floats, paddles, pull buoys, kickboards, pace clocks, heart rate monitors, heart rate training zones, RPE chart, stopwatches and how to achieve required fitness development

K48 the safe use of electrical equipment in a pool environment

K49 how to record plans in the required format

For Unit 108.3 Prepare equipment for water-based exercise sessions

K50 the manufacturers' guidelines and organisation's guidelines for replacement of equipment

K51 the safe use, storage, checking and maintenance of equipment

K52 safe manual handling techniques

Unit 108 Plan and prepare water-based exercise sessions (D412)

What we mean by some of the words used in this unit

Another professional

this could be a more experienced or appropriate teacher/instructor or another organisation

Barriers to participation

or example, cultural background and customs, confidence level, previous experience, perceived attitude of others, ability

Confidential information

information that should only be passed on to authorised people; this information could include client medical conditions, personal circumstances etc this infers the safe storage of documentation

Environment

the pool and surrounding areas where the physical activities will take place

Expected clients

this should include: numbers, age, gender, level of previous experience and any medical conditions or disabilities

Hazard

something that may cause harm: for example, an activity that could lead to an injury, the layout of equipment, pool-side water etc

Information

this would include information gathered through a Pre-Activity Readiness Questionnaire

Minimising risk

taking action to reduce the risk of a hazard actually causing harm – for example warning clients about dangers and ensuring they are properly prepared, making sure there is adequate space between clients and equipment

Needs and potential

including previous and current level of activity, and psychological needs and potential, including motivation to participate

Physical activities

for example, effective warm-up, aerobic exercises, muscular strength or endurance exercises, cool down and flexibility

Plan

a written description of how the physical activities will be organised including effective warm up aerobic exercise, muscular strength or endurance exercises, cool down and flexibility, as appropriate to the clients

Pre-Activity Readiness Questionnaire

The Pre-Activity Readiness Questionnaire (PAR-Q) is a form to see if you should check with your doctor before becoming much more physically active

Risk

the likelihood of a hazard actually causing harm

Timing and sequencing

when certain activities should take place and the order in which the clients should carry them out including warm up, aerobic exercises, muscular strength and endurance exercises, cool down and flexibility

Your own level of competence

what you are capable of instructing safely and in a way that meets the clients' needs

Unit 108 Plan and prepare water-based exercise sessions (D412)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real exercise and fitness context (with the possible exception of some of the items listed under 'Use of supplementary evidence' below). This evidence will be gathered by the assessor examining products of the candidate's work. These are likely to be: information they have collected about the participants (this may be in the form of a Pre-Activity Readiness Questionnaire), the aims of the programme, evaluations and action plans arising from previous sessions, the objectives of the session, detailed session plans and risk assessments. The assessor will also observe the candidate preparing suitable equipment.

There must also be evidence that the candidate's work has met the requirements listed under 'What you must cover'. This stipulates a minimum number of items to be assessed through the candidate's real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for any part of this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition, supplementary evidence may be used for 108.1.4, 108.2.6 and 108.3.6 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K47 how to use a range of resistance and buoyancy equipment eg floats, paddles, pull buoys. Kickboards, pace clocks, heart rate monitors, heart rate training zones, RPE chart, stopwatches and how to achieve required fitness development'). If there is evidence from the candidate's own work that they know and understand these techniques (as there should be), there is no requirement for them to be questioned again on this topic.

Unit 109

Instruct a water-based exercise session (D413)

Overview

Introduction

Improving people's personal fitness lies at the heart of instructing water-based exercise. This involves the thorough preparation of the clients, giving them clear instructions, explanations and demonstrations of skills and techniques, giving them the opportunity to practise these and correcting what they do with clear and positive feedback.

The unit is divided into three parts. The first part describes the four things you have to do. The second part covers the knowledge and understanding you must have. The third part gives examples and explanations of some of the words we use in the unit.

- 109.1 Prepare clients for the water-based exercise session
- 109.2 Instruct planned activities to the clients
- 109.3 Help clients improve their performance
- 109.4 Bring the water-based exercise session to an end

Target groups

This unit is for instructors who plan, instruct and review water-based exercise sessions.

Linked units

This unit links closely with units 102, 103 and 108.

Unit 109

Instruct a water-based exercise session (D413)

109.1

Prepare clients for the water-based exercise session

What you must do

To meet the national standard, you must:

- 1 arrive in time to set up the **session**, meet the **clients** punctually and make them feel welcome and at ease
- 2 check **clients'** level of experience and ability for the **session**, identifying any new clients
- 3 explain the demands of the **session** including physical and technical
- 4 ask **clients** if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the **session**
- 5 provide **clients** with clear information about the **activities** you have planned for the **session** and explain the exercises and their benefits
- 6 choose and apply methods of motivating **clients** that are appropriate to them and accepted good practice
- 7 advise **clients** of the facility's emergency procedures and health and safety requirements for the **session**
- 8 confirm or revise your plans for the **session** if necessary.

What you must cover

From your work you must show that you have prepared **all** of the following:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability groups
- 4 people with low fitness

for at least **one** of the following types of:

b **session** environment

- 1 shallow water
- 2 deep water

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 109

Instruct a water-based exercise session (D413)

109.2

Instruct planned activities to the clients

What you must do

To meet the national standard, you must:

- 1 prepare **clients** physically for the **session** using safe and effective warm ups
- 2 make sure that explanations and demonstrations are technically correct with safe and effective alignment of exercise positions as appropriate to **clients'** needs and level of experience
- 3 vary the pace to suit the **clients** and ensure effectiveness in the water
- 4 give **clients** the opportunity to ask questions
- 5 communicate clearly, using volume and pitch of the voice effectively
- 6 ensure that **clients** take part in the **session** in a safe manner
- 7 keep to the planned timings for the **session**
- 8 apply an appropriate code of practice during the **session** for the clients.

What you must cover

From your work you must show that you have given instructions, explanations and demonstrations to **all** of the following types of:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

and you must show that you have given instructions, explanations and demonstrations appropriate to at least **one** of the following types of:

b **session** environment

- 1 shallow water
- 2 deep water.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 109

Instruct a water-based exercise session (D413)

109.3

Help clients improve their performance

What you must do

To meet the national standard, you must:

- 1 provide appropriate attention and motivation to **clients**
- 2 observe **clients'** performance throughout the **session** from an appropriate instructing position
- 3 check regularly for the **clients** ability to cope with the exercises and use appropriate **teaching methods** to correct and reinforce technique
- 4 develop exercises gradually and explain the purpose of the exercises and their benefits
- 5 provide clear support and feedback which helps **clients** achieve their objectives
- 6 adapt the activities to respond to the changing needs of the **clients**, equipment and environment during the **session**

What you must cover

From your work you must show that you have helped to improve the performance of **all** of the following:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

for at least **one** of the following types of:

b **session** environment

- 1 shallow water
- 2 deep water

using **all** of the following:

c **teaching methods**

- 1 changing teaching positions
- 2 asking questions
- 3 making adaptations and progressions
- 4 verbal and visual communications and interactions
- 5 mirroring.

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 109

Instruct a water-based exercise session (D413)

109.4

Bring the water-based exercise session to an end

What you must do

To meet the national standard, you must:

- 1 allow sufficient time to end the **session** according to the **clients'** level of experience
- 2 end the **session** using cool down activities that are safe and effective for the **clients**
- 3 give the individuals and groups a summary and feedback on the **session** and its benefits
- 4 give the **clients** the opportunity to:
 - think about the session
 - ask questions
 - provide feedback
 - identify their further needs
- 5 make sure the **clients** have information about future **sessions**
- 6 follow the correct procedures for checking and storing **equipment** used
- 7 leave the environment in a condition acceptable for future use
- 8 pass on any health and safety issues arising during the **session** to an appropriate person.

What you must cover

From your work you must show that you ended a water-based session involving **all** of the following:

a **clients**

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness

for at least **one** of the following types of:

b **session** environment

- 1 shallow water
- 2 deep water

and following the correct procedures for checking and storing at least **two** types of:

c **equipment**

- 1 to develop cardio-vascular fitness
- 2 to develop muscular fitness
- 3 for client comfort and welfare

However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.

Unit 109 Instruct a water-based exercise session (D413)

What you must know and understand

To be competent in this unit, you must know and understand the following:

Basic Anatomy & Physiology

- K1 how to apply the principles and variables of fitness to a range of activities which will achieve various health benefits and the required fitness development
- K2 the different effects of land- and water-based activities
- K3 the structure and function of the skeleton; structure and range of movement of the spine; bone growth; structure of a synovial joint; ranges of movement of major synovial joints
- K4 the long and short term effects of exercise on bone and synovial joints
- K5 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K6 long and short term effects of exercise on muscles
- K7 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K8 the short and long term effects of exercise on the heart, lungs and circulatory system
- K9 the aerobic and anaerobic energy systems and the energy requirements of physical activity

Water-based physical activity

- K10 the effects of water-based physical activity on energy expenditure
- K11 the effect of levers, gravity, buoyancy, floatation, turbulence and resistance on water-based exercise
- K12 understanding of four basic strokes and corrections - body position, leg movement, arm movement, breathing type and timing
- K13 awareness of the different muscle groups associated with the four different strokes
- K14 the use of synergistic arm movements and muscle contractions in the water
- K15 theories of lift/propulsion and their applications in aquatic exercise
- K16 the effect water has on the body, eg greater range of joint movement, mobility and hyperbaric pressure on the chest
- K17 injury prevention in water-based activities
- K18 an awareness of the contribution of water-based activities to injury rehabilitation
- K19 the contribution of water-based activities to weight management

For the whole unit

- K20 the *Exercise and Fitness Code of Ethical Practice* acknowledging aspects which are relevant to the planned and taught session and ensuring equal opportunities is reflected during the exercise session
- K21 your organisation's health and safety policies and procedures and the basic requirements of the Health and Safety at Work Act

- K22 the aims of the programme that you are delivering and the needs and potential of the clients
- K23 the types of special needs that clients may have and how to adapt your plans, yourself and the equipment and environment to meet these needs and reasons for temporary deferral of exercise
- K24 a range of basic exercises that are safe, appropriate and effective for the clients and their benefits
- K25 a range of alternative exercises for adaptation or progression
- K26 how to break exercise/movements down to their component parts
- K27 how to develop client co-ordination by building exercises/movements up gradually
- K28 pacing and speed of exercises in an aquatic environment
- K29 the importance/methods of voice projection; effective use of volume and pitch of voice with and without a microphone
- K30 the suitability of speed and type of music for the clients and section of the class (where used)
- K31 legalities of the use of music, use of tapes and CDs (where used)
- K32 effective methods of building combinations of movements; instructor safety concerns, such as heat stress, joint stress and vocal chord injury
- K33 appropriate attire for the clients and instructor
- K34 the information that you must give to other people who are involved in the session including lane discipline/etiquette and direction
- K35 how to identify any new risks during a session and take action to control these in line with national guidelines
- K36 the importance of health and safety in the facility and of paying close attention to possible hazards, such as slippery surfaces, changes in water depth, pool temperature entries and exits of the pool
- K37 the risks of using electrical equipment on the poolside and how to minimise these risks
- K38 spacing of the class shallow to deep
- K39 the range of health, safety, and risk assessment checks which must be carried out
- K40 the types of hazard which may occur in the range of facility areas and how to identify and deal with these
- K41 reporting procedures for health and safety

Unit 109 Instruct a water-based exercise session (D413)

What we mean by some of the words used in this unit

Another professional

a more senior instructor or the person responsible for the venue where you are running the session

Code of conduct

the Exercise and Fitness Code of Ethical Practice

Equipment

the equipment that the clients will use or be introduced to

Preparing clients physically and mentally

this will involve exercises to ensure the body is prepared for the activities in the session ('warm up') and making sure the clients are in the right frame of mind

Reasons why clients should not take part in the sport or activity

these will usually be medical reasons, occasionally they may be psychological or emotional

Session

a period during which you will instruct clients in water-based exercise

Technically correct demonstrations

as defined by competent national sources

Unit 109 Instruct a water-based exercise session (D413)

Evidence requirements

Evidence of real work activity

There must be evidence that the candidate has met all of the requirements listed under 'What you must do' through their own work in a real exercise and fitness context (with the possible exceptions of those items listed under 'Use of supplementary evidence' below). This evidence must be gathered by the assessor observing the candidate for more than one session. There should be sufficient session observations to ensure that the candidate has met all the requirements.

There must also be evidence that the candidate's work has met the requirements listed under 'What you must cover'. This stipulates a minimum number of items to be assessed through the candidate's real work activities. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the candidate's work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation

Simulation is not allowed for any part of this unit.

Use of supplementary evidence

Supplementary evidence should only be used for items under 'What you must cover' that do not require evidence of real work activity. In addition, supplementary evidence may be used for 109.1.8 and 109.4.4 only, if no naturally occurring evidence is available.

Knowledge and understanding

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the section headed 'What you must know and understand'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the candidate to show that they know and understand how to do something (for example, 'K27 how to develop participant co-ordination by building exercises/movements up gradually'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Appendix 1 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales	www.new.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications - A Guide to Centre and Qualification Approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional/national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds Qualifications - A Guide to Centre and Qualification Approval* for further information on GOLA.

Appendix 3 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds Qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds Qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to Assessment and Qualifications Guidance and Regulations* document is available on the City & Guilds website. It 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.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds Qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk</p>
Wales	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk</p>

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