

Level 2 NVQ in Exercise and Fitness

Candidate pack



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Level 2 NVQ in Exercise and Fitness

Candidate pack

This pack contains information and guidance to help you achieve your National Vocational Qualification (NVQ). NVQs are widely recognised by the Government, Trade Unions and Education Professionals as the most important vocational qualifications.

City & Guilds is the largest awarding body for vocational qualifications, with over 100 years' experience. This puts us in a unique position to support you in getting your chosen NVQ.

Unlike other qualifications, NVQs require you to take an active part in your assessment. This pack will help you plan, collect and organise the evidence you need to gain your NVQ.

Good luck

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Introduction

What are NVQs?

NVQs are qualifications based on National Occupational Standards. The standards are produced by a Standards Body which is made up of people with experience of that area of work. The body for Sport & Recreation qualifications is called Skills Active UK (formerly SPRITO).

The NVQ lists a number of tasks you must complete to gain your certificate. The standards together with the skills and knowledge you require in your work. Once you prove you have met them you can then get your certificate. Most of the evidence you need to produce will be work based – you must be watched actually doing your job.

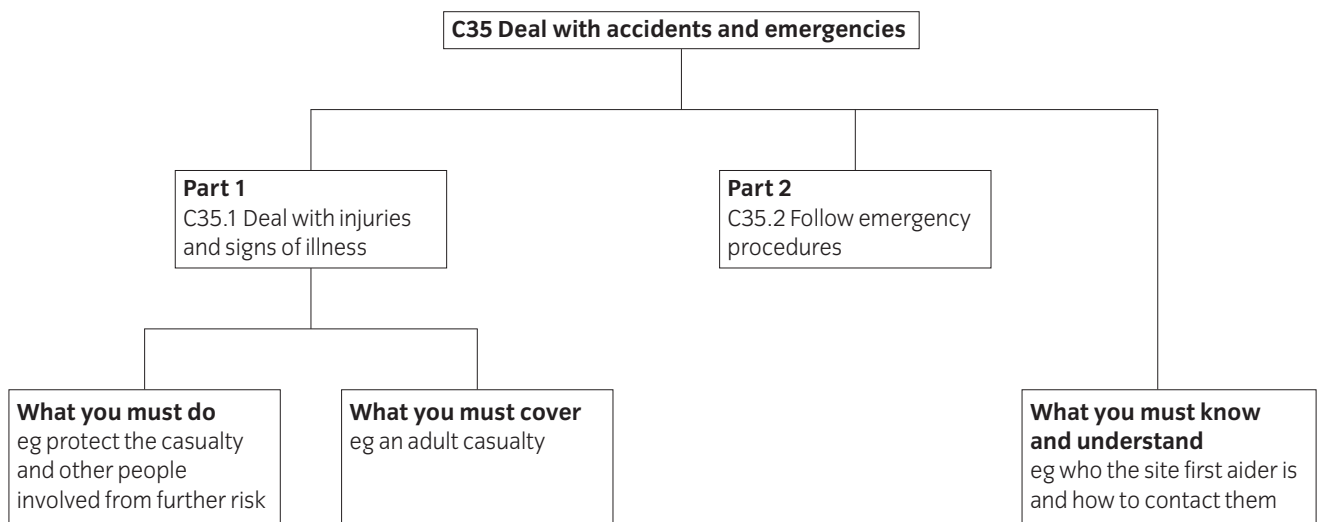
NVQs can be available in up to 5 different levels. Your centre will talk to you about the most appropriate level for you.

All NVQs are made up of units which cover a particular aspect of the qualification. These are then broken down into smaller parts, which cover:

- What you must do
- What you must cover
- What you must know and understand

An example would be:

C35 Deal with accidents and emergencies



NVQ in Exercise and Fitness

Level 2

Qualification Structure

This NVQ consists of three mandatory units and two optional units. Optional units are paired, and candidates must complete either Option A, B or C.

Mandatory units

C35 Deal with accidents and emergencies

- C35.1 Deal with injuries and signs and illness
- C35.2 Follow emergency procedures

D416 Evaluate sessions and improve personal practice

- D416.1 Evaluate the session
- D416.2 Improve personal practice

D417 Support participants in developing and maintaining fitness

- D417.1 Establish and maintain effective working relationships
- D417.2 Deal with participants' problems
- D417.3 Promote the benefits of regular physical activity

Optional pairing A – group exercise with music

D414 Plan and prepare a group exercise with music session

- D414.1 Collect and analyse relevant information
- D414.2 Select objectives for the group exercise session
- D414.3 Select and prepare activities for the group exercise session
- D414.4 Prepare resources for the group exercise session
- D414.5 Assess and minimise likely risks during the group exercise session

D415 Instruct a group exercise with music session

- D415.1 Prepare participants for the group exercise session
- D415.2 Instruct planned activities to the participants
- D415.3 Help participants improve their performance
- D415.4 Bring the group exercise session to an end

Optional pairing B – gym-based exercise

D410 Plan and prepare a gym-based exercise session

- D410.1 Collect and analyse relevant information
- D410.2 Select objectives for the gym-based session
- D410.3 Select and prepare activities for the gym-based session
- D410.4 Prepare resources for the gym-based session
- D410.5 Assess and minimise likely risks during the gym-based session

D411 Instruct a gym-based exercise session

- D411.1 Prepare participants for the gym-based session
- D411.2 Instruct planned activities to the participants
- D411.3 Help participants improve their performance
- D411.4 Bring the gym-based exercise session to an end

Optional pairing C – water-based exercise

D412 Plan and prepare a water-based exercise session

- D412.1 Collect and analyse relevant information
- D412.2 Select objectives for the water-based exercise session
- D412.3 Select and prepare activities for the water-based exercise session
- D412.4 Prepare resources for the water-based exercise session
- D412.5 Assess and minimise likely risks during the water-based exercise session

D413 Instruct a water-based exercise session

- D413.1 Prepare participants for the water-based exercise session
- D413.2 Instruct planned activities to the participants
- D413.3 Help participants improve their performance
- D413.4 Bring water-based exercise session to an end

NVQ terminology

Awarding Body

The organisation that administers NVQs and issues certificates. Your awarding body is City & Guilds.

The Centre

Is approved by City & Guilds to assess and support you and arrange your certificate.

The centre could be your place of work, college, training provider or a combination of these.

Your centre has to give you details of the NVQ and how to get it, together with what to do if you have any problems.

The Candidate

That's you.

The Assessor

Will watch you working and also look at your portfolio of evidence. They will understand your work and judge it against the NVQ standards. They will also help you plan and organise your evidence.

The Internal Verifier

Will check that the assessors and the centre are working properly and meeting all City & Guilds requirements.

The External Verifier

Is not part of the centre but represents City & Guilds. They will look at samples of the centre and candidates' work to make sure it meets all the requirements.

Witnesses

Can report on your work to the assessor for things the assessor cannot be there to watch. This is often useful with accidents and emergencies for example, as the assessor is unlikely to be there when they happen.

How you will be assessed

Your assessor will look at different types of evidence recorded in your portfolio to judge if you have fully met the NVQ standards.

There are four main types of evidence:

1 Performance at work

Your assessor will watch you working and assess what you do against the NVQ standards. Evidence could also come from a witness, or a log or diary of your work.

2 Performance of specially set tasks

You may be asked to undertake a particular activity eg a simulated task, project or case study, often in a college or other training environment.

3 Questioning

May be oral or written. Your assessor will ask you questions to make sure you have covered everything you need to know and understand.

4 Historical evidence

You may have done things in the past which can count towards your NVQ. Your assessor will check if they are current and if they exactly match the NVQ standards.

Things to remember

- 1 You must provide enough evidence to meet each part of each unit. For each part, you must:
 - satisfy all the Evidence requirements (eg be observed working on more than one occasion)
 - cover all the things you must do
 - match all the things you must cover (unless the standards say otherwise)
 - prove you know and understand the listed requirements
- 2 You will be assessed as competent or not yet competent based on whether you have met all the criteria listed for each unit.
- 3 You may not be able to cover everything with just one activity.
- 4 You may be able to use one piece of evidence against more than one part or unit.
- 5 You do not have to work through units in any order or one at a time.

Appeals and equal opportunities

All centres must have an appeals and equal opportunities policy. You should be told about this during your induction. If you are not sure that you understand these policies you should talk to your teacher/assessor.

City & Guilds monitor centres to check whether equal opportunities policies are being followed. The City & Guilds equal opportunities policy is published on the City & Guilds website: www.city-and-guilds.co.uk

Your portfolio

A portfolio contains all the information that an assessor needs to judge whether you have fully met the NVQ Standards.

Attached are examples of the forms you are likely to see the centre using.

The portfolio will contain:

1 Details about you and your centre (example Forms A and A1 overleaf)

- i details about you (name, address, work experience, City & Guilds candidate number, date you enrolled)
- ii details about the centre (name, City & Guilds centre number, assessor, IV, witnesses)

2 Sign-off sheet

To show that all the qualification units have been assessed and that competence has been confirmed. Also to record internal and external verification of the portfolio (Form B).

3 Assessment details

Records of assessment planning and assessor feedback to candidates, together with evidence cross-referencing for each part of each unit. Example forms given are

- i Assessment plan for each assessment occasion (Form C)
- ii Evidence cross-referencing showing the link between your evidence and the NVQ standards (Form D)
- iii Assessment feedback form (Form E).

4 Evidence

All of your evidence, including observations of you at work, letters, reports, written answers to questions, etc.

- i Evidence index (Form F)
- ii Observation records – a record of the comments of the assessor watching your work. Two alternatives are shown (Forms G and H)
- iii Witness testimony – a record of statements from a witness to your work (Form I)
- iv Candidate reports – a diary of candidate activities to be counter-signed by the assessor/witness (Form J)

Note: the centre may use different forms but they will do the same job.

5 Standards and assessment guidance

Most centres and candidates find it useful to have the standards in the portfolio so that the evidence can easily be matched to them.

Candidate and centre details

Form A

NVQ: _____

Scheme number: _____ Level: _____

Candidate name: _____

Contact details: _____

Address: _____

_____ Tel: _____

Work experience: _____

Candidate number (C&G ENR number): _____

Date enrolled with centre: _____

Date registered with City & Guilds: _____

Centre name: _____

Centre number: _____

Centre co-ordinator: _____

Centre address: _____

Centre telephone number: _____ Fax: _____

Witness/assessor status list

Form A1

Candidate's name

Name and contact address of witness	Status of witness	Professional relationship to candidate	Elements witnessed/endorsed	Sample signature

Witness Status Categories

- 1 Occupational expert familiar with standards
- 2 Occupational expert not familiar with standards
- 3 Non expert not familiar with the standards

Record of unit achievement

Form B

Candidate name: _____

Candidate number: _____

Award: _____

Context (if applicable): _____

Unit	Assessor signature	Date	IV sampled. Signature	Date	EV sampled. Signature	Date

To be completed by the centre.

Date certificate claimed _____

Assessment plan

Form C

NVQ:

Candidate	
Level	
Assessor	
Unit/s	
Element/s	
Venue of assessment	
Date/time of assessment	

Evidence assessed by:

Direct observation		Projects/assignments	
Oral questioning		Simulation	
Witness testimony		Portfolio evidence	
Candidate statement		Supplementary evidence	
Written questions		Accredited prior learning	
Work products		Video tape	

Evidence requirements

Review details

Assessor name _____

Assessor signature _____

Date _____

Candidate signature _____

Date _____

Feedback and action plan

Form E

NVQ: _____ Level: _____

Candidate: _____

Assessor/witness: _____ Date: _____

Unit/s/elements/s: _____

Feedback to candidate:

Action to be taken by candidate:

Assessor signature _____ Date _____

Candidate signature _____ Date _____

Evidence index

Form F

NVQ: _____

Level: _____

Candidate: _____

Evidence number	Description of evidence

Observation form – type 1

Form G

Unit

Candidate _____ Location _____

Date _____ Start time _____ End time _____

Element

What you must do	Comp	Comments

What you must cover	All of:
----------------------------	----------------

Observation form – type 1 (continued)

Knowledge requirements	Covered	Q	Response to question

Additional question(s) to cover range	Competent	Response

The candidate has / has not fully demonstrated competence in this element

Assessor signature: _____

Candidate signature : _____

Date: _____

Observation form – type 2

Form H

NVQ: _____ Level: _____

Candidate: _____

Assessor: _____

Unit/s/part of unit: _____

	What candidate must do	What candidate must cover	What candidate must know and understand
The standards that have been met for this unit/part of unit			

Assessor comments

continued overleaf

Observation form – type 2 (continued)

Assessor comments (continued)

Outcomes of the assessment

Assessor signature _____ Date _____

Candidate signature _____ Date _____

Internal verifier signature and date (where sampled) _____

External verifier signature and date (where sampled) _____

Witness testimony

Form I

NVQ:

Candidate	
Level	
Unit/s	
Element/s	
Venue	
Date and time	
Witness	

Candidate statement

Description of activity

Witness testimony

Describe the activity you have seen the candidate do and comment on the standards of performance

Candidate signature _____

Date _____

Witness signature _____

Date _____

Candidate report

Form J

NVQ:

Level:

Candidate:

Assessor/witness:

Date:

Unit/s/elements/s:

Details of the task

continued overleaf

Candidate report (continued)

Material involved

Equipment used

Reference to standards

What candidate must do

What candidate must cover

What candidate must know and understand

Assessor signature _____

Date _____

Candidate signature _____

Date _____

Internal verifier signature and date (where sampled) _____

External verifier signature and date (where sampled) _____

General assessment principles for the Exercise and Fitness Level 2 NVQ

Introduction

This following guidance must be used with close reference to the Skills Active UK (SPRITO) Assessment Strategy for this NVQ.

Where should the evidence come from?

The qualification and standards have been designed for instructors whose primary purpose is to bring about improvements in participants' level of physical fitness. Previously, candidates in this area of work were assessed against the Coaching, Teaching and Instructing (CTI) NVQs. In future the NVQs in Exercise and Fitness must be used for this context. Exercise and fitness will no longer be an approved context for CTI.

This qualification is aimed at exercise and fitness instructors who are capable of planning, delivering and evaluating a series of sessions independently, but normally within a framework devised by a national source or a more senior instructor. In planning the sessions, they will be drawing largely on routines and approaches that have been devised by others, but they will be choosing and combining them in a way that meets the needs of their participants.

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 C35, 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

What are the most appropriate assessment methods?

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.

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.

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, as defined by the Technical Definition.

Assessing more than one unit on each occasion

Many of the units within the 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 (D410), instructing the session (D411), supporting the participants (D417) and evaluating the sessions (first element of D416).

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 D410. The assessor can then observe them taking the participant through the planned exercises (D411). Both of these activities will also provide assessment evidence for unit D417 (Support participants in developing and maintaining fitness). 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 D416.

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.

Level 2 NVQ in Exercise and Fitness

Level 2 standards

Mandatory units

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Unit C35 (006)

Deal with accidents and emergencies

Elements of competence

C35.1 Deal with injuries and signs of illness

C35.2 Follow emergency procedures

Unit summary

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 children and colleagues is maintained.

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

Target group

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

Linked units

This unit links closely with unit C21.

Place in the NVQ framework

This unit is a mandatory unit in the level 1 Sport and Recreation, level 2 Coaching, Teaching and Instructing, Playwork, and Exercise and Fitness NVQs.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Working with others 2.1, 2.2, 2.3

Problem solving 2.1, 2.2, 2.3

Unit C35 (006)

Deal with accidents and emergencies

Elements of competence

C35.1 Deal with injuries and signs of illness

C35.2 Follow emergency procedures

Assessment guidance and 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 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 context, this must meet the requirements listed under 'What you must cover' including the expansion of this section which constitutes the Technical Definition for sporting context being assessed. 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: C35.2.5 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 C35 (006)

Deal with accidents and emergencies

Elements of competence

C35.1 Deal with injuries and signs of illness

C35.2 Follow emergency procedures

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

Casualty

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

Emergency

any situation that immediately threatens the health and safety of children, 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 C35 (006)

Deal with accidents and emergencies

Element C35.1

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 types of:

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.

Unit C35 (006)

Deal with accidents and emergencies

Element C35.2

Follow emergency procedures

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 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 C35 (006)

Deal with accidents and emergencies

Elements of competence

C35.1 Deal with injuries and signs of illness

C35.2 Follow emergency procedures

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 C35.1 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 C35.2 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 D416 (007)

Evaluate coaching sessions and develop personal coaching practice

Elements of competence

D416.1 Evaluate the coaching session

D416.2 Improve personal coaching practice

Unit summary

Effective coaches are always trying to improve what they do. This involves them in thinking about and evaluating the coaching sessions they have planned and delivered, identifying strengths and weaknesses and learning lessons for the future. The coach must also keep up-to-date with developments in coaching practice and take part in regular coach education to develop their practice further.

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

Target group

This unit is for coaches, teachers and instructors who plan, conduct and review sessions within a framework normally devised by a national governing body or more senior coach.

Linked units

This unit links closely with units D43, D44 and D45.

Place in the NVQ framework

This unit is a core unit in the level 2 Coaching, Teaching and Instructing and Exercise and Fitness NVQs.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.2, 2.3

Working with others 2.1, 2.2, 2.3

Problem solving 2.1, 2.2, 2.3

Improving own learning and development 2.1, 2.2, 2.3

Unit D416 (007)

Evaluate coaching sessions and develop personal coaching practice

Elements of competence

D416.1 Evaluate the coaching session

D416.2 Improve personal coaching practice

Key assumptions which underpin the coaching process

The following key assumptions underpin the coaching process and will help coaching to have its intended impact on the participants:

- 1 The participant must be at the centre of the process; when coaching, the coach should support, co-ordinate and manage the process effectively always starting with the identification and recognition of the participant's needs and should aim to address those needs via their coaching.
- 2 Coaches should aim to empower participants, supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way within the confines of the environment.
- 3 Coaches should provide opportunities and an environment that motivates, controls risk, engenders challenge, enjoyment and above all achievement.
- 4 Coaches should aim to grow participant's confidence and self esteem.
- 5 Coaches should reflect on their own practice and always look for ways to improve their coaching ability.

Unit D416 (007)

Evaluate coaching sessions and develop personal coaching practice

Elements of competence

D416.1 Evaluate the coaching session

D416.2 Improve personal coaching practice

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

Coach education activities

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

Evaluation

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

Feedback

other people – participants and colleagues giving you their views on how effective your coaching sessions are

More senior colleague

this could be a senior coach or someone more experienced in coaching than yourself

Participants

the people you are coaching during the session

Personal action plan

a written plan that identifies the areas where you want to improve your coaching 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 coaching practice has improved

Unit D416 (007)

Evaluate coaching sessions and develop personal coaching practice

Element D416.1

Evaluate the coaching session

What you must do

To meet the national standard, you must:

- 1 review all aspects of the planning and delivery of the coaching session
- 2 review the learning outcomes of the coaching session, and feedback from the **participants** and other people involved in the session
- 3 identify how closely the outcomes and feedback met the goals for the session
- 4 identify how effective the planned activities for the session were
- 5 identify how effective your management of the session was, including health, safety and welfare issues
- 6 identify ways in which you can improve future coaching sessions
- 7 where possible, discuss your evaluation with an appropriate colleague and take account of their views
- 8 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 participants

- 1 individuals
- 2 groups
- 3 people with particular needs as defined by the technical definition of the sport or activity

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

Unit D416 (007)

Evaluate coaching sessions and develop personal coaching practice

Element D416.2

Improve personal coaching practice

What you must do

To meet the national standard, you must:

- 1 review your evaluations of previous coaching sessions and feedback from relevant colleagues
- 2 keep up-to-date with developments in your sport and current coaching practice
- 3 identify areas where you need to develop your coaching practice further
- 4 identify and record a personal action plan that will help you to develop your coaching practice in these areas
- 5 take part in development activities as part of your personal action plan
- 6 review your progress in developing your coaching practice and update your personal action plan accordingly

What you must cover

From your work you must show that you have met the requirements opposite.

Unit D416 (007)

Evaluate coaching sessions and develop personal coaching practice

Elements of competence

D416.1 Evaluate the coaching session

D416.2 Improve personal coaching practice

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 role of the coach in attempting to continuously improve participants' performance
- K3 the importance of evaluation and continuing professional development to the coaching process

For D416.1 Evaluate the coaching process

- K4 the aspects of your personal coaching practice that you should evaluate which should cover all the aspects of these national occupational standards
- K5 information that you should use for the evaluation and how to obtain it
- K6 how to carry out evaluations
- K7 how to identify key lessons from the evaluation and how to make use of these in the future
- K8 the importance of discussing the outcomes of your evaluation with a colleague
- K9 why you should record your evaluations

For D416.2 Develop personal coaching practice

- K10 how to access information on developments in your sport or activity and current coaching practice
- K11 how to identify areas in which you need to develop your coaching practice further
- K12 the importance of having a personal action plan for your development
- K13 the types of development activities that are available to you and how to access these
- K14 the importance of regularly reviewing and updating your personal action plan

Unit D417 (050)

Support participants in developing and maintaining fitness

Elements of competence

- D417.1 Establish and maintain effective working relationships**
- D417.2 Deal with participants' problems**
- D417.3 Promote the benefits of regular physical activity**

Unit summary

Exercise sessions can only be effective if they are properly managed by the instructor. This will be achieved by having good working relationships with all those involved and dealing with participants' problems when they occur. You should also be able to promote the benefits of regular physical activity.

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

Target group

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

Linked units

This unit links closely with units D410, D411, D412, D413, D414, D415.

Place in the NVQ framework

This unit is a mandatory unit in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

- Communication 2.1a, 2.1b, 2.2, 2.3
- Application of number 1.1, 1.2, 1.3
- Working with others 2.1, 2.2, 2.3
- Problem solving 2.1, 2.2, 2.3

Support participants in developing and maintaining fitness

Elements of competence

- D417.1 Establish and maintain effective working relationships**
- D417.2 Deal with participants' problems**
- D417.3 Promote the benefits of regular physical activity**

Assessment guidance and 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 D417.1.6 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 D417.2.5 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, 'K8 how to provide feedback in a way which will lead to a constructive outcome'). 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.

Support participants in developing and maintaining fitness

Elements of competence

D417.1 Establish and maintain effective working relationships

D417.2 Deal with participants' problems

D417.3 Promote the benefits of regular physical activity

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

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 them to analyse and solve problems for themselves

Effective working relationship

a relationship that will enable you to work well with the person during the session and possibly during future sessions

Health and safety requirements

what the participants and staff must do to maintain health and safety during the session; these will be based on the guidelines from competent national sources

Appropriate colleague

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

Hazard

something that may cause harm: for example, an activity that could lead to an injury, faulty equipment, the layout of equipment, trailing cables, slippery floors etc.

Risk

the likelihood of a hazard actually causing harm

Minimising risk

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

Participants

the people the candidate is instructing during the session

Session

a period during which you will instruct participants

Unit D417 (050)

Support participants in developing and maintaining fitness

Element D417.1

Establish and maintain effective working relationships

What you must do

To meet the national standard, you must:

- 1 establish a relationship with **participants** and **other people**, giving them appropriate time and attention
- 2 help the **participants** to feel welcome and at ease
- 3 communicate with **participants** and **other people** clearly, providing them with the information they need
- 4 encourage **participants** and **other people** to ask questions when they need to
- 5 listen to, and take account of, what **participants** and **other people** have to say
- 6 handle any disagreements with **participants** and **other people** in a way that will allow the session to continue and achieve its objectives
- 7 make sure your relationships with **participants** are in line with accepted good practice and the *Exercise and Fitness Code of Ethical Practice* and ensuring equal opportunities is reflected

What you must cover

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

a other people

- 1 other instructors
- 2 other staff

and two of the following types of:

b participant

- 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 D417 (050)

Support participants in developing and maintaining fitness

Element D417.2

Deal with participants' problems

What you must do

To meet the national standard, you must:

- 1 respond positively to problems that **participants** raise
- 2 gather as much information as possible about the nature of the problem
- 3 listen to and ask the **participant** questions to check your understanding of the problem
- 4 identify some possible solutions to the **participant's** problem
- 5 if you are unable to provide an immediate solution, consult with an appropriate colleague
- 6 discuss with the **participant** the most appropriate solution to the problem
- 7 make sure the solution is consistent with accepted good practice in the industry
- 8 provide the **participant** with clear information about the solution
- 9 find out how well the solution works and provide alternative guidance if necessary.

What you must cover

From your work you must show that you have dealt with problems for at least two of the following:

a participants

- 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 D417 (050)

Support participants in developing and maintaining fitness

Element D417.3

Promote the benefits of regular physical activity

What you must do

To meet the national standard, you must:

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

Support participants in developing and maintaining fitness

Elements of competence

D417.1 Establish and maintain effective working relationships

D417.2 Deal with participants' problems

D417.3 Promote the benefits of regular physical activity

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 is 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 the goals of the programme that you are helping to deliver
- K4 the needs and potential of the participants including reasons for and barriers to participation
- K5 the difference between the guidelines for advising on exercise and advising on physical activity

For D417.1 Establish and maintain effective working relationships

- K6 how to select communication methods appropriate to the issues and contexts
- K7 the importance of effective communication methods to productive working relationships
- K8 how to provide feedback in a way which will lead to a constructive outcome
- K9 how people work in groups
- K10 strategies and styles of working which encourage effective working relationships
- K11 the importance of giving people opportunities to discuss problems and how to provide such opportunities
- K12 types of conflict which may occur between people at work and action to take in response to these which will minimise disruption

For D417.2 Deal with participants' problems

- K13 the importance of participant care
- K14 why it is important to deal effectively with participant/individual needs
- K15 the types of information which participants usually need and how to respond to such requests according to the organisations procedures
- K16 what types of issues may need to be referred to an appropriate colleague, when to refer them and who this colleague may be according to different situations
- K17 the importance of explaining any delay in dealing with participants and how to do so effectively

For D417.3 Promote the benefits of regular physical activity

- K18 how to ask open ended questions
- K19 basic listening skills
- K20 methods of gathering personal information
- K21 means of summarising gathered information
- K22 the types of information which should be treated confidentially
- K23 the health benefits of regular physical exercise
- K24 the amount of physical activity required to achieve health benefits
- K25 the range of different types of physical activity
- K26 the physical activity resources

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Level 2 NVQ in Exercise and Fitness

Level 2 standards

Optional units

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Unit D414 (051)

Plan and prepare a group exercise with music session

Elements of competence

- D414.1 Collect and analyse relevant information**
- D414.2 Select objectives for the group exercise session**
- D414.3 Select and prepare activities for the group exercise session**
- D414.4 Prepare equipment for the group exercise session**
- D414.5 Assess and minimise likely risk during the group exercise session**

Unit summary

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

- the needs and potential of the people taking part
- specific goals the participants should 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 four parts. The second part gives some examples and explanations of some words we use in the unit. The third part describes what you have to do. The fourth part describes the knowledge and understanding you must have.

Target group

This unit is for instructors who plan, conduct 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 D416, D417 and D415.

Place in the NVQ framework

This unit is part of the group exercise with music optional pairing in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

- Communication 2.1a, 2.1b, 2.2, 2.3
- Application of number 1.1, 1.2, 1.3
- Working with others 2.1, 2.2, 2.3
- Problem solving 2.1, 2.2, 2.3

Unit D414 (051)

Plan and prepare a group exercise with music session

Elements of competence

- D414.1 Collect and analyse relevant information**
- D414.2 Select objectives for the group exercise session**
- D414.3 Select and prepare activities for the group exercise session**
- D414.4 Prepare equipment for the group exercise session**
- D414.5 Assess and minimise likely risk during the group exercise session**

Assessment guidance and 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 D414.1.5, D414.4.6 and D414.5.5 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, 'K23 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 D414 (051)

Plan and prepare a group exercise with music session

Elements of competence

- D414.1 Collect and analyse relevant information**
- D414.2 Select objectives for the group exercise session**
- D414.3 Select and prepare activities for the group exercise session**
- D414.4 Prepare equipment for the group exercise session**
- D414.5 Assess and minimise likely risk during the group exercise session**

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

Competent person or agency

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

Confidential information

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

Environment

the place where the session will take place

Evaluations/action plans

evaluations of previous similar sessions and lessons learned from these, done either by yourself or another teacher/instructor

Expected participants

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

Objectives

what the participants should achieve during the session

Hazard

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

Information

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

Instructing style

the way in which you will instruct the participants through the activities; for example, using demonstrations, verbal instructions, body language, encouraging them to analyse and develop their techniques for themselves

Risk

the likelihood of a hazard actually causing harm

Minimising risk

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

Needs and potential

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

Participants

the people the candidate is instructing during the session

Plan

a written description of how the session will be organised including effective warm up aerobic exercise, muscular strength or endurance exercises and flexibility

Psychological capacity

aspects of the participant's make up which affect their mental engagement with the activities, their motivation, aspiration, inspiration and attention

Programme

a wider plan for the development of participants, developed either by a competent national source or a more senior teacher/instructor

Session

a period during which you will instruct participants

Timing and sequencing

when certain activities should take place in the session and the order in which the participants 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 participants' needs

Unit D414 (051)

Plan and prepare a group exercise with music session

Element D414.1

Collect and analyse relevant information

What you must do

To meet the national standard, you must:

- 1 collect the **information** you need for the **session**
- 2 make sure the **information** is accurate and up-to-date
- 3 analyse the **information** and identify the implications for the **session**
- 4 maintain confidentiality where required
- 5 refer any **participant** whose needs and potential you cannot meet to a competent person or agency

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 expected participants, number, skill level relative to effective exercise performance
- 2 their physical needs, health history and current health status usually in the form of a Pre Activity Readiness Questionnaire
- 3 aims of the programme
- 4 evaluations and action plans of other relevant sessions

for at least three of the following types of:

b session

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

(one of which must be aerobics)

and collected information about all of the following types of:

c participant

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

Unit D414 (051)

Plan and prepare a group exercise with music session

Element D414.2

Select objectives for the group exercise session

What you must do

To meet the national standard, you must:

- 1 identify **objectives** that meet the needs and potential of all the **participants**
- 2 identify **objectives** for the **session** that are consistent with the goals of the **participants'** programme
- 3 make sure the **objectives** are consistent with your own level of competence

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, including muscular strength muscular endurance, cardio-respiratory fitness and flexibility
- 2 improve psychological capacity, including motivation, perceived and actual barriers to participation
- 3 improve skills and techniques relative to safe, accurate and effective exercise performance
- 4 provide opportunities for fun and enjoyment

planned for all of the following types of:

b participant

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

for at least three of the following types of:

c session

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

(one of which must be aerobics)

Unit D414 (051)

Plan and prepare a group exercise with music session

Element D414.3

Select and prepare activities for the group exercise session

What you must do

To meet the national standard, you must:

- 1 identify relevant sources of information that can help you to plan **activities**
- 2 select **activities** and instructing styles that will help all the **participants** participate in the **session** and achieve the planned objectives
- 3 plan realistic timings and sequences for the **session**
- 4 make sure there is an effective balance of instruction and activity within the **session**
- 5 identify and obtain the **resources** you need for the **session**
- 6 select and use suitable speed and type of music for **participants**
- 7 provide a written breakdown of the required music for the **session**
- 8 record your plans

What you must cover

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

a activities to develop

- 1 cardio-respiratory
- 2 muscular strength
- 3 muscular endurance
- 4 flexibility
- 5 skills

for all of the following:

b participants

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

identified and obtained at least two of the following:

c resources

- 1 environment for the session
- 2 equipment for the session
- 3 personal clothing and equipment
- 4 support from other staff
- 5 music for the session

for at least three of the following types of:

d session

- 1 aerobics
- 2 step
- 3 circuit training
- 4 body 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 D414 (051)

Plan and prepare a group exercise with music session

Element D414.4

Prepare equipment for the group exercise session

What you must do

To meet the national standard, you must:

- 1 identify and select the correct equipment for the **session**
- 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 there is sufficient equipment to meet the **participants'** needs
- 5 set, check and arrange the equipment in a way that is safe and appropriate to the planned activities and the **participants**
- 6 follow correct health and safety procedures for any unsafe equipment
- 7 ensure there is sufficient space between items of 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 session

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

(one of which must be aerobics)

and arranged resources for all of the following types of:

b participant

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

Unit D414 (051)

Plan and prepare a group exercise with music session

Element D414.5

Assess and minimise likely risk during the group exercise session

What you must do

To meet the national standard, you must:

- 1 identify and take account of any existing risk assessments for:
 - the activities you are planning
 - the resources you will be using
- 2 check your plans and the environment in which the **session** will take place
- 3 check the implications of any participant special needs and medical conditions that may endanger themselves or others
- 4 identify the likely **hazards** involved in the **session** and assess the risks of these **hazards** causing harm
- 5 get advice from a competent person if there are **hazards** or risks you are not competent to identify and assess yourself
- 6 plan how to minimise these risks to a level acceptable to national guidelines
- 7 make sure you have information about the emergency procedures for the place where the **session** will take place

What you must cover

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

a hazards, relating to:

- 1 activities in your session
- 2 other activities happening at the same time
- 3 equipment
- 4 the environment in which the session will take place

for at least three of the following types of:

b session

- 1 aerobics
- 2 step
- 3 circuit training
- 4 body 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 D414 (051)

Plan and prepare a group exercise with music session

Elements of competence

- D414.1 Collect and analyse relevant information**
- D414.2 Select objectives for the group exercise session**
- D414.3 Select and prepare activities for the group exercise session**
- D414.4 Prepare equipment for the group exercise session**
- D414.5 Assess and minimise likely risk during the group exercise session**

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 session and ensuring equal opportunities is 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 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 goals of the programme that you are delivering
- K15 the needs and potential of the participants including reasons for and barriers to participation in the appropriate activity
- K16 the types of special needs that participants may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs
- K17 exercises that are safe and appropriate for participants, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
- K18 how to structure music beats and phrases; suitability of speed and type of music for the participants and section of the class; legalities of the use of music; use of tapes and CDs and effective cueing

For D414.1 Collect and analyse relevant information

- K19 the factors which effect the ability to exercise; screening process, including primary and secondary risk factors of coronary heart disease;
- K20 reasons for temporary deferral of exercise; referral; informed consent
- K21 the emergency procedures of the facility/organisation

- K22 the Pre Activity Readiness Questionnaire (PAR-Q) and how to record information on it

For D414.2 Select objectives for the group exercise session

- K23 how to identify and agree objectives for the session based upon collected information

For D414.3 Select activities for the group exercise session

- K24 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
- K25 how to use a range of equipment to achieve required fitness development

For D414.4 Prepare equipment for the group exercise session

- K26 the manufacturers guidelines and organisations guidelines for replacement of equipment
- K27 types, safety and setting out of steps
- K28 a range of equipment to be used in group exercise sessions; including musical equipment, dumbbells, barbells, bands & tubing, body bars

Unit D414 (051)

Plan and prepare a group exercise with music session

Elements of competence

- D414.1 Collect and analyse relevant information**
- D414.2 Select objectives for the group exercise session**
- D414.3 Select and prepare activities for the group exercise session**
- D414.4 Prepare equipment for the group exercise session**
- D414.5 Assess and minimise likely risk during the group exercise session**

What you must know and understand

(continued)

K29 a range of equipment to be used in group exercise sessions; including musical equipment, dumbbells, barbells, bands & tubing, body bars

K30 what to look for when checking equipment

K31 safe manual handling techniques

For D414.5 Assess and minimise likely risks during the group exercise session

K32 health and environmental factors which can influence safety; factors which effect group/individual working space

Unit D415 (052)

Instruct a group exercise with music session

Elements of competence

- D415.1 Prepare participants for the group exercise session**
- D415.2 Instruct planned activities to the participants**
- D415.3 Help participants improve their performance**
- D415.4 Bring the group exercise session to an end**

Unit summary

Improving people's personal fitness lies at the heart of instructing group exercise. This involves the thorough preparation of the participants, 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 four parts. The second part gives some examples and explanations of some words we use in the unit. The third part describes what you have to do. The fourth part describes the knowledge and understanding you must have.

Target group

This unit is for instructors who plan, conduct 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 D416, D417 and D414.

Place in the NVQ framework

This unit is part of the group exercise with music optional pairing in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

- Communication 2.1a, 2.1b, 2.2, 2.3
- Application of number 1.1, 1.2, 1.3
- Working with others 2.1, 2.2, 2.3
- Problem solving 2.1, 2.2, 2.3

Unit D415 (052)

Instruct a group exercise with music session

Elements of competence

- D415.1 Prepare participants for the group exercise session**
- D415.2 Instruct planned activities to the participants**
- D415.3 Help participants improve their performance**
- D415.4 Bring the group exercise session to an end**

Assessment guidance and 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 D415.1.8 and D415.4.9 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'). 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 D415 (052)

Instruct a group exercise with music session

Elements of competence

- D415.1 Prepare participants for the group exercise session
- D415.2 Instruct planned activities to the participants
- D415.3 Help participants improve their performance
- D415.4 Bring the group exercise session to an end

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

Code of conduct

the *Exercise and Fitness Code of Ethical Practice*

Cueing

preparing participants to change the intensity of their exercise activity in line with the beat and rhythm of the music

Equipment

the equipment that the participants will use or be introduced to

Participants

the people the candidate is instructing during the session

Preparing participants 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 participants are in the right frame of mind

Reasons why participants should not take part in the sport or session

these will usually be medical reasons, occasionally not take part in the sport or they may be psychological or emotional activity

Session

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

Technically correct demonstrations

as defined by competent national sources

Competent person or agency

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

Unit D415 (052)

Instruct a group exercise with music session

Element D415.1

Prepare participants 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 **participants** punctually and make them feel welcome and at ease
- 2 check the **participants'** level of experience and ability for the **session**, identifying any new participants
- 3 explain the demands of the **session** including physical and technical
- 4 ask **participants** if they have any illnesses or injuries and advise individuals of any reasons why they should not participate in the **session**
- 5 prepare the **participants** physically for the **session** using safe and effective warm ups
- 6 choose and apply methods of motivating the **participants** that are appropriate to them and accepted good practice
- 7 advise participants 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 participants

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

for at least three of the following types of:

b session

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

(one of which must be aerobics)

Unit D415 (052)

Instruct a group exercise with music session

Element D415.2

Instruct planned activities to the participants

What you must do

To meet the national standard, you must:

- 1 provide the **participants** with clear information about the **activities** you have planned for the **session** and explain the exercises
- 2 allocate **activities** to the **participants** in a way that is appropriate to them and likely to improve their performance
- 3 make sure that explanations and demonstrations are technically correct with safe and effective alignment of exercise positions and appropriate to the **participants'** needs and level of experience
- 4 check the **participants'** understanding of instructions and give them the opportunity to ask questions
- 5 ensure that **participants** carry out **activities** in a safe manner
- 6 keep to the planned timings for the **session**
- 7 apply an appropriate code of practice during the **session** for all **participants**

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 **activities** to develop

- 1 cardio-vascular
- 2 muscular strength
- 3 muscular endurance
- 4 flexibility
- 5 skills

given instructions, explanations and demonstrations to all of the following types of:

b **participant**

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

for at least three of the following types of:

c **session**

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

(one of which must be aerobics)

Unit D415 (052)

Instruct a group exercise with music session

Element D415.3

Help participants improve their performance

What you must do

To meet the national standard, you must:

- 1 make sure all **participants** have the opportunity to take part in the planned **activities** for the session and provide equal attention to all
- 2 choose and apply instructing methods that encourage and support the **participants** in taking responsibility for their own development
- 3 build up exercises gradually and explain the purpose of exercises
- 4 observe the **participants'** performance throughout the session from an appropriate instructing position
- 5 analyse the **participants'** performance, identify errors and correct technique
- 6 provide instructing points and feedback which is timely, clear and helps the **participants** achieve their objectives
- 7 adapt the activities to respond to the changing needs of the **participants**, equipment and environment during the **session**
- 8 provide the **participants** with opportunities to reflect on what they have learned and apply this to their performance
- 9 check regularly for the **participants** ability to cope with the exercises
- 10 provide effective cueing
- 11 work to the beat and/or phrase of music
- 12 use volume and pitch of the voice effectively relative to the music

What you must cover

From your work you must show that you have provided participants with all of the following:

- a activities** to develop
- 1 cardio-vascular
 - 2 muscular strength
 - 3 muscular endurance
 - 4 flexibility
 - 5 skills

helped to improve the performance of all of the following:

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

for at least three of the following types of:

- c session**
- 1 aerobics
 - 2 step
 - 3 circuit training
 - 4 body conditioning
 - 5 stretch conditioning
- (one of which must be aerobics)**

Unit D415 (052)

Instruct a group exercise with music session

Element D415.4

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 **participants'** level of experience
- 2 end the **session** using cool down activities that are safe and effective for the **participants**
- 3 give the **participants** the opportunity to ask questions, provide feedback and identify their future needs
- 4 make sure the **participants** have information about future **sessions**
- 5 give the **participants** an accurate summary of your feedback on the **session**
- 6 supervise the **participants'** departure in a manner appropriate to the situation and with due regard to their safety
- 7 follow the correct procedures for checking and dealing with any equipment used
- 8 leave the environment in a condition acceptable for future use
- 9 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 participants

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

for at least three of the following types of:

b session

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

(one of which must be aerobics)

Unit D415 (052)

Instruct a group exercise with music session

Elements of competence

D415.1 Prepare participants for the group exercise session

D415.2 Instruct planned activities to the participants

D415.3 Help participants improve their performance

D415.4 Bring the group exercise session to an end

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 participants

K15 the types of special needs that participants 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 participants; 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

K20 the importance/ methods of voice projection; effective use of volume and pitch of voice

K21 the structure of music beats and phrases suitability of speed and type of music for the participants and section of the class; legalities of the use of music, use of tapes and CDs

K22 effective methods of building combinations of movements; including chorus/verse, 32 count phrasing; add on choreography

K23 the information that you must give to other people who are involved in the session

K24 how to identify any new risks during a session and take action to control these in line with national guideline

K25 the basic requirements of the Health and Safety at Work Act and other relevant legislation which apply to the candidates work

K26 the importance of health and safety in the facility and of paying close attention to possible hazards

K27 the range of health, safety, and risk assessment checks which must be carried out

K28 the types of hazard which may occur in the range of facility areas and how to identify and deal with these

K29 reporting procedures for health and safety

Unit D410 (053)

Plan and prepare a gym-based exercise session

Elements of competence

D410.1 Collect and analyse relevant information

D410.2 Select objectives for the gym-based exercise session

D410.3 Select and prepare activities for the gym-based exercise session

D410.4 Prepare equipment for the gym-based exercise session

D410.5 Assess and minimise likely risk during the gym-based exercise session

Unit summary

Thorough preparation is essential for the success of any gym-based exercise session. These sessions may be repeated by the participant over a period of time as part of a designated programme. It is important for instructors to identify and plan for:

- the needs and potential of the people taking part
- specific goals the participants 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 four parts. The second part gives some examples and explanations of some words we use in the unit. The third part describes what you have to do. The fourth part describes the knowledge and understanding you must have.

Target group

This unit is for instructors who plan, conduct and review gym-based exercise sessions, including non-music based circuit training.

Linked units

This unit links closely with units D416, D417 and D411.

Place in the NVQ framework

This unit is part of the gym-based exercise optional pairing in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3

Application of number 1.1, 1.2, 1.3

Working with others 2.1, 2.2, 2.3

Problem solving 2.1, 2.2, 2.3

Unit D410 (053)

Plan and prepare a gym-based exercise session

Elements of competence

- D410.1 Collect and analyse relevant information**
- D410.2 Select objectives for the gym-based exercise session**
- D410.3 Select and prepare activities for the gym-based exercise session**
- D410.4 Prepare equipment for the gym-based exercise session**
- D410.5 Assess and minimise likely risk during the gym-based exercise session**

Assessment guidance and 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
Shoulder abduction	Shoulder press	Behind neck press (BB) Shoulder press (DB) Lateral raise (DB) BB upright row
Shoulder adduction	Lat pull down	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	

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

Unit D410 (053)

Plan and prepare a gym-based exercise session

Elements of competence

- D410.1 Collect and analyse relevant information
- D410.2 Select objectives for the gym-based exercise session
- D410.3 Select and prepare activities for the gym-based exercise session
- D410.4 Prepare equipment for the gym-based exercise session
- D410.5 Assess and minimise likely risk during the gym-based exercise session

Assessment guidance and evidence requirements (continued)

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 D410.1.5, D410.4.6 and D410.5.5 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, 'K22 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 D410 (053)

Plan and prepare a gym-based exercise session

Elements of competence

- D410.1 Collect and analyse relevant information**
- D410.2 Select objectives for the gym-based exercise session**
- D410.3 Select and prepare activities for the gym-based exercise session**
- D410.4 Prepare equipment for the gym-based exercise session**
- D410.5 Assess and minimise likely risk during the gym-based exercise session**

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

Competent person or agency

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

Confidential information

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

Designated programme

a wider and more detailed plan for the development of participants which includes short, medium and long term goals and periodisation, developed either by a competent national source or a more senior instructor, it is not usually developed by the level 2 instructor

Environment

the place where the session will take place

Evaluations/action plans

evaluations of previous similar sessions and lessons learned from these, done either by yourself or another teacher/instructor

Expected participants

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

Objectives

what the participants should achieve during the session

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

Needs and potential

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

Risk

the likelihood of a hazard actually causing harm

Minimising risk

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

Participants

the people the candidate is teaching during the session

Plan

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

Psychological capacity

aspects of the participant's make up which affect their mental engagement with the activities, their motivation, aspiration, inspiration and attention

Programme/session card

a card which records the plans for the session including a breakdown of the component parts of the session and allows the participant to repeat the session over a period of time; this may be developed by the level 2 instructor

Pre Activity Readiness Questionnaire

This is generally referred to as a PAR-Q and is completed by participants prior to exercise

Session

a period during which you will teach participants

Teaching style

the way in which you will teach the participants through the activities; for example, using demonstrations, verbal instructions, body language, encouraging them to analyse and develop their techniques for themselves

Timing and sequencing

when certain activities should take place in the session and the order in which the participants 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 participants' needs

Unit D410 (053)

Plan and prepare a gym-based exercise session

Element D410.1

Collect and analyse relevant information

What you must do

To meet the national standard, you must:

- 1 collect the **information** you need for the **session**
- 2 make sure the **information** is accurate and up-to-date
- 3 analyse the **information** and identify the implications for the exercise session
- 4 maintain confidentiality where required
- 5 refer any **participant** whose needs and potential you cannot meet to a competent person or agency

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 expected participants, number, skill level relative to effective exercise performance
- 2 their physical needs, health history and current health status usually in the form of a Pre Activity Readiness Questionnaire
- 3 aims of the participant's designated programme
- 4 evaluations and action plans of other relevant sessions

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

b participant

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

for four of the following types of:

c session

- 1 induction
- 2 resistance training
- 3 cardio-vascular
- 4 combined resistance and cardio-vascular
- 5 circuit training

(one of which must be induction)

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

Unit D410 (053)

Plan and prepare a gym-based exercise session

Element D410.2

Select objectives for the gym-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify **objectives** for the **session** that meet the needs and potential of all the **participants**
- 2 identify **objectives** that are consistent with the goals of the **participants'** designated programme
- 3 make sure the **objectives** are consistent with accepted good practice in the industry
- 4 make sure the **objectives** are consistent with your own level of competence

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, including muscular strength muscular endurance, cardio-respiratory fitness and flexibility
- 2 improve psychological capacity, including motivation, perceived and actual barriers to participation
- 3 improve skills and techniques relative to safe, accurate and effective exercise performance
- 4 provide opportunities for fun and enjoyment

planned for at least four of the following types of:

b participant

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

for four of the following types of:

c session

- 1 induction
- 2 resistance training
- 3 cardio-vascular
- 4 combined resistance and cardio-vascular
- 5 circuit training

(one of which must be induction)

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

Unit D410 (053)

Plan and prepare a gym-based exercise session

Element D410.3

Select and prepare activities for the gym-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify relevant sources of information that can help you to plan **activities** for the **session**
- 2 select **activities** and teaching styles that will help all the **participants** participate in the **session** and achieve the planned objectives
- 3 plan realistic timings and sequences for the **activities**
- 4 make sure there is an effective balance of instruction, activity and discussion within the **session**
- 5 identify and obtain the **resources** you need for the **session**
- 6 record the plans on a suitable programme/session card
- 7 provide safe and effective use of a range of cardio-vascular, fixed resistance and free weight exercises
- 8 plan sufficient recovery time between training sets

What you must cover

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

- a activities** to develop
- 1 cardio-respiratory
 - 2 muscular strength
 - 3 muscular endurance
 - 4 flexibility
 - 5 skills

for at least four of the following:

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

and identified and obtained at least two of the following:

- c resources**
- 1 environment for the session
 - 2 equipment for the session
 - 3 personal clothing and equipment
 - 4 support from other staff

for at least four of the following types of:

- d session**
- 1 induction
 - 2 resistance training
 - 3 cardio-vascular
 - 4 combined resistance and cardio-vascular
 - 5 circuit training

(one of which must be induction)

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

Unit D410 (053)

Plan and prepare a gym-based exercise session

Element D410.4

Prepare equipment for the gym-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify and select the correct equipment for the **session**
- 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 **participants**
- 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 four of the following types of:

a session

- 1 induction
- 2 resistance training
- 3 cardio-vascular
- 4 combined resistance and cardio-vascular
- 5 circuit training

(one of which must be induction)

and arranged resources for at least four of the following types of:

b participants

- 1 individuals
- 2 groups
- 3 experienced
- 4 inexperienced
- 5 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 D410 (053)

Plan and prepare a gym-based exercise session

Element D410.5

Assess and minimise likely risk during the gym-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify and take account of any existing risk assessments for:
 - the activities you are planning
 - the resources you will be using
- 2 check your plans and the environment in which the **session** will take place
- 3 check the implications of any participant special needs or medical conditions that may endanger themselves or others
- 4 identify the likely **hazards** involved in the **session** and assess the risks of these **hazards** causing harm
- 5 get advice from a competent person if there are **hazards** or risks you are not competent to identify and assess yourself
- 6 plan how to minimise these risks to a level acceptable to national guidelines
- 7 make sure you have information about the emergency procedures for the place where the **session** will take place

What you must cover

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

- a hazards**, relating to:
- 1 activities in your session
 - 2 other activities happening at the same time
 - 3 equipment
 - 4 the environment in which the session will take place

for at least four of the following types of:

- b session**
- 1 induction
 - 2 resistance training
 - 3 cardio-vascular
 - 4 combined resistance and cardio-vascular
 - 5 circuit training

(one of which must be induction)

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

Unit D410 (053)

Plan and prepare a gym-based exercise session

Elements of competence

- D410.1 Collect and analyse relevant information**
- D410.2 Select objectives for the gym-based exercise session**
- D410.3 Select and prepare activities for the gym-based exercise session**
- D410.4 Prepare equipment for the gym-based exercise session**
- D410.5 Assess and minimise likely risk during the gym-based exercise session**

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

the application of the principles and variables of fitness to the components of fitness

- K1 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
- K2 the long and short term effects of exercise on bone and synovial joints
- K3 the types of muscular contraction; location and action of major muscle groups; how voluntary muscles contract
- K4 long and short term effects of exercise on muscles
- K5 the location and function of the heart and lungs; function of arteries, veins and capillaries
- K6 the short and long term effects of exercise on the heart, lungs and circulatory system
- K7 the aerobic and anaerobic energy systems and the energy requirements of physical activity
- K8 the effect of speed on posture, alignment and intensity
- K9 the effect of levers, gravity and resistance on exercise

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

- K10 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
 - K11 the importance of careful and thorough planning and preparation for sessions
 - K12 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
 - K13 the goals of the designated programmes that you are helping to deliver
 - K14 the needs and potential of the participants including reasons for and barriers to participation in the appropriate activity
 - K15 exercises that are safe and appropriate for participants, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
 - K16 how to plan to use a range of cardiovascular and resistance machines, weights – barbells, dumbbells, collars, benches, protective floor, mats
- D410.1 Collect and analyse relevant information**
- K17 the factors which effect the ability to exercise; screening process, including primary and secondary risk factors of coronary heart disease;
 - K18 reasons for temporary deferral of exercise; referral; informed consent
 - K19 the emergency procedures of the facility/organisation
 - K20 the Pre Activity Readiness Questionnaire (PAR-Q) and how to record information on it
- For D410.2 Select objectives for the gym-based exercise session**
- K21 how to identify and agree objectives for the session based upon collected information

Unit D410 (053)

Plan and prepare a gym-based exercise session

Elements of competence

D410.1 Collect and analyse relevant information

D410.2 Select objectives for the gym-based exercise session

D410.3 Select and prepare activities for the gym-based exercise session

D410.4 Prepare equipment for the gym-based exercise session

D410.5 Assess and minimise likely risk during the gym-based exercise session

What you must know and understand

(continued)

For D410.3 Select activities for the gym-based exercise session

K22 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

K23 how to use a range of equipment to achieve required fitness development

K24 the programme/session card and how to record plans on it

For D410.4 Prepare equipment for the gym-based exercise session

K25 the manufacturers guidelines and organisations guidelines for replacement of equipment

K26 a range of cardiovascular and resistance machines, weights, barbells, dumbbells, collars, benches, protective floor/mats

K27 the manufacturers guidelines for maintenance of cardiovascular and resistance training machines

K28 the safe storage of free weight equipment

K29 what to look for when checking equipment

K30 safe manual handling techniques

For D410.5 Assess and minimise likely risks during the gym-based exercise session

K31 the health and environmental factors which can influence safety; factors which effect group/individual working space

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Unit D411 (054)

Instruct a gym-based exercise session

Elements of competence

- D411.1 Prepare participants for the gym-based exercise session**
- D411.2 Instruct planned activities to the participants**
- D411.3 Help participants improve their performance**
- D411.4 Bring the gym-based exercise session to an end**

Unit summary

Improving people's personal fitness lies at the heart of instructing gym-based exercise. This involves the thorough preparation of the participants, 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 four parts. The second part gives some examples and explanations of some words we use in the unit. The third part describes what you have to do. The fourth part describes the knowledge and understanding you must have.

Target group

This unit is for instructors who plan, conduct and review gym-based exercise sessions.

Linked units

This unit links closely with units D416, D417 and D410.

Place in the NVQ framework

This unit is part of the gym-based optional pairing in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

- Communication 2.1a, 2.1b, 2.2, 2.3
- Application of number 1.1, 1.2, 1.3
- Working with others 2.1, 2.2, 2.3
- Problem solving 2.1, 2.2, 2.3

Unit D411 (054)

Instruct a gym-based exercise session

Elements of competence

- D411.1 Prepare participants for the gym-based exercise session**
- D411.2 Instruct planned activities to the participants**
- D411.3 Help participants improve their performance**
- D411.4 Bring the gym-based exercise session to an end**

Assessment guidance and 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
Shoulder abduction	Shoulder press	Behind neck press (BB) Shoulder press (DB) Lateral raise (DB) BB upright row
Shoulder adduction	Lat pull down	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	

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

Unit D411 (054)

Instruct a gym-based exercise session

Elements of competence

- D411.1 Prepare participants for the gym-based exercise session
- D411.2 Instruct planned activities to the participants
- D411.3 Help participants improve their performance
- D411.4 Bring the gym-based exercise session to an end

Assessment guidance and evidence requirements (continued)

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 D411.1.8 and D411.4.9 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'). 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 D411 (054)

Instruct a gym-based exercise session

Elements of competence

- D411.1 Prepare participants for the gym-based exercise session**
- D411.2 Instruct planned activities to the participants**
- D411.3 Help participants improve their performance**
- D411.4 Bring the gym-based exercise session to an end**

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

Code of conduct

the *Exercise and Fitness Code of Ethical Practice*

Equipment

the equipment that the participants will use or be introduced to

Participants

the people the candidate is instructing during the session

Preparing participants 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 participants are in the right frame of mind

Progressive fitness advice

this is simple information to help keep participants motivated, usually in the form of encouragement designed to develop compliance in line with the designated programme aims

Reasons why participants 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 participants in gym-based exercise

Technically correct demonstrations

as defined by competent national sources

Competent person or agency

A more senior instructor or the person responsible for the venue where you are instructing participants

Unit D411 (054)

Instruct a gym-based exercise session

Element D411.1

Prepare participants for the gym-based exercise session

What you must do

To meet the national standard, you must:

- 1 arrive in time to set up prior to the **session**, meet the **participants** punctually and make them feel welcome and at ease
- 2 check the **participants'** level of experience and ability, identifying any new **participants**
- 3 explain the demands of the **session** including physical and technical
- 4 screen **participants** and advise the **participants** of any reasons why they should not participate in the **session**
- 5 prepare the **participants** physically for the **session** using safe and effective warm ups
- 6 choose and apply methods of motivating the **participants** that are appropriate to them
- 7 advise **participants** 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 at least four of the following:

a participants

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

prepared participants for at least four of the following types of:

b session

- 1 induction
- 2 resistance training
- 3 cardio-vascular
- 4 combined resistance and cardio-vascular
- 5 circuit training

(one of which must be induction)

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

Unit D411 (054)

Instruct a gym-based exercise session

Element D411.2

Instruct planned activities to the participants

What you must do

To meet the national standard, you must:

- 1 provide the **participants** with clear information about the **activities** you have planned for the **session** and explain the exercises
- 2 allocate **activities** to the **participants** in a way that is appropriate to them and likely to improve their performance
- 3 make sure that explanations and demonstrations are technically correct with safe and effective alignment of exercise positions and appropriate to the **participants'** needs and level of experience
- 4 check the **participants'** understanding of instructions and give them the opportunity to ask questions
- 5 ensure that **participants** carry out activities in a safe manner
- 6 keep to the planned timings for the **session**
- 7 apply the appropriate code of conduct during the exercise **session** for all **participants**.

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 activities** to develop
- 1 cardio-vascular
 - 2 muscular strength
 - 3 muscular endurance
 - 4 flexibility
 - 5 skills

for at least four of the following types of:

- b session**
- 1 induction
 - 2 resistance training
 - 3 cardio-vascular
 - 4 combined resistance and cardio-vascular
 - 5 circuit training
- (one of which must be induction)**

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

- c participant**
- 1 individuals
 - 2 groups
 - 3 experienced
 - 4 inexperienced
 - 5 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 D411 (054)

Instruct a gym-based exercise session

Element D411.3

Help participants improve their performance

What you must do

To meet the national standard, you must:

- 1 observe the **participants'** performance throughout the **session**
- 2 make sure all **participants** have the opportunity to take part in the planned **activities** and provide equal attention to all **participants**
- 3 provide safe and effective instruction for the range of cardiovascular equipment, resistance machines and free weight lifts
- 4 build up exercises gradually and explain the purpose of exercises
- 5 analyse the **participants'** performance, identify errors and correct technique
- 6 provide instructing points and feedback which is timely, clear and helps the **participants** achieve their objectives
- 7 choose and apply instructing methods that encourage and support the **participants** in taking responsibility for their own development
- 8 offer progressive fitness advice in response to **participants'** changing needs
- 9 provide the **participants** with opportunities to reflect on what they have learned and apply this to their performance
- 10 use a spotter for appropriate exercises including squats and bench

What you must cover

From your work you must show that you have provided participants with all of the following:

- a activities** to develop
- 1 cardio-vascular
 - 2 muscular strength
 - 3 muscular endurance
 - 4 flexibility
 - 5 skills

helped to improve the performance of at least four of the following:

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

during at least four of the following types of:

- c session**
- 1 induction
 - 2 resistance training
 - 3 cardio-vascular
 - 4 combined resistance and cardio-vascular
 - 5 circuit training
- (one of which must be induction)**

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

Unit D411 (054)

Instruct a gym-based exercise session

Element D411.4

Bring the gym-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 **participants'** level of experience
- 2 end the **session** using cool down activities that are safe and effective for the **participants**
- 3 give the **participants** the opportunity to ask questions, provide feedback and identify their future needs
- 4 make sure the **participants** have information about future **sessions** relevant to the appropriate context
- 5 give the **participants** an accurate summary of your feedback on the **session**
- 6 supervise the **participants'** departure in a manner appropriate to the situation and with due regard to their safety
- 7 follow the correct procedures for checking and dealing with any equipment used
- 8 leave the environment in a condition acceptable for future use
- 9 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 at least four of the following types of:

a session

- 1 induction
- 2 resistance training
- 3 cardio-vascular
- 4 combined resistance and cardio-vascular
- 5 circuit training

(one of which must be induction)

involving at least four of the following:

b participants

- 1 individuals
- 2 groups
- 3 experienced
- 4 inexperienced
- 5 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 D411 (054)

Instruct a gym-based exercise session

Elements of competence

- D411.1 Prepare participants for the gym-based exercise session**
- D411.2 Instruct planned activities to the participants**
- D411.3 Help participants improve their performance**
- D411.4 Bring the gym-based exercise session to an end**

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 participants

- K15 the types of special needs that participants 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 participants; 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
- K20 the importance of progressive fitness advice and how to offer it in gym-based exercise sessions
- K21 the importance/ methods of voice projection; effective use of volume and pitch of voice
- K22 the information that you must give to other people who are involved in the session
- K23 the basic requirements of the Health and Safety at Work Act and other relevant legislation which apply to the candidates work
- K24 the importance of health and safety in the facility and of paying close attention to possible problems
- K25 the range of health, safety, and risk assessment checks which must be carried out
- K26 the types of hazards which may occur in the range of facility areas and how to identify and deal with these.
- K27 reporting procedures for health and safety

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Unit D412 (055)

Plan and prepare a water-based exercise session

Elements of competence

- D412.1 Collect and analyse relevant information**
- D412.2 Select objectives for the water-based exercise session**
- D412.3 Select and prepare activities for the water-based exercise session**
- D412.4 Prepare equipment for the water-based exercise session**
- D412.5 Assess and minimise likely risk during the water-based exercise session**

Unit summary

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

- the needs and potential of the people taking part
- specific goals the participants should 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 four parts. The second part gives some examples and explanations of some words we use in the unit. The third part describes what you have to do. The fourth part describes the knowledge and understanding you must have.

Target group

This unit is for instructors who plan, conduct and review water-based exercise sessions with the appropriate use of music.

Linked units

This unit links closely with units D416, D417 and D413.

Place in the NVQ framework

This unit is part of the water-based exercise optional pairing unit in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

Communication 2.1a, 2.1b, 2.2, 2.3
Application of number 1.1, 1.2, 1.3
Working with others 2.1, 2.2, 2.3
Problem solving 2.1, 2.2, 2.3

Unit D412 (055)

Plan and prepare a water-based exercise session

Elements of competence

- D412.1 Collect and analyse relevant information**
- D412.2 Select objectives for the water-based exercise session**
- D412.3 Select and prepare activities for the water-based exercise session**
- D412.4 Prepare equipment for the water-based exercise session**
- D412.5 Assess and minimise likely risk during the water-based exercise session**

Assessment guidance and 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 D412.1.5, D412.4.7 and D412.5.5 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, 'K33 how to use a range of resistance and buoyancy equipment 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 D412 (055)

Plan and prepare a water-based exercise session

Elements of competence

- D412.1 Collect and analyse relevant information**
- D412.2 Select objectives for the water-based exercise session**
- D412.3 Select and prepare activities for the water-based exercise session**
- D412.4 Prepare equipment for the water-based exercise session**
- D412.5 Assess and minimise likely risk during the water-based exercise session**

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

Competent person or agency

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

Confidential information

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

Deep water

water depth from the neck upwards

Environment

the place where the session will take place

Evaluations/action plans

evaluations of previous similar sessions and lessons learned from these, done either by yourself or another teacher/instructor

Expected participants

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

Objectives

what the participants should achieve during the session

Hazard

something that may cause harm: for example, an activity that could lead to an injury, the layout of equipment, lane ropes, slippery surfaces, pool fixtures, water depth

Information

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

Instructing style

the way in which you will lead the participants through the activities; for example, using demonstrations, verbal instructions, body language, encouraging them to analyse and develop their techniques for themselves

Risk

the likelihood of a hazard actually causing harm

Minimising risk

taking action to reduce the risk of a hazard actually causing harm – for example warning participants about dangers and ensuring they are properly prepared, making sure they are aware of changes in pool depth and slippery surfaces

Needs and potential

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

Participants

the people the candidate is instructing during the session

Plan

a written description of how the session will be organised including effective warm up aerobic exercise, muscular strength or endurance exercises and flexibility

Psychological capacity

aspects of the participant's make up which affect their mental engagement with the activities, their motivation, aspiration, inspiration and attention

Programme

a wider plan for the development of participants, developed either by a competent national source or a more senior teacher/instructor

Session

a period during which you will instruct participants

Shallow water

water depth from navel to nipple, with the optimum being sternum level

Timing and sequencing

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

Transitional water

water depth from nipple to neck

Your own level of competence

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

Unit D412 (055)

Plan and prepare a water-based exercise session

Element D412.1

Collect and analyse relevant information

What you must do

To meet the national standard, you must:

- 1 collect the **information** you need for the **session**
- 2 make sure the **information** is accurate and up-to-date
- 3 analyse the **information** and identify the implications for the **session**
- 4 maintain confidentiality where required
- 5 refer any **participant** whose needs and potential you cannot meet to a competent person or agency

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 expected participants, number, skill level relative to effective exercise performance
- 2 their physical needs, health history and current health status usually in the form of a Pre Activity Readiness Questionnaire
- 3 aims of the programme
- 4 evaluations and action plans of other relevant sessions

for at least three of the following types of:

b session

- 1 shallow water
- 2 aqua circuit
- 3 sports specific
- 4 transitional/deep water class

and collected information about all of the following types of:

c participant

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

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

Unit D412 (055)

Plan and prepare a water-based exercise session

Element D412.2

Select objectives for the water-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify **objectives** that meet the needs and potential of all the **participants**
- 2 identify **objectives** for the **session** that are consistent with the goals of the **participants'** programme
- 3 make sure the **objectives** are consistent with your own level of competence

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, including muscular strength muscular endurance, cardio-respiratory fitness and flexibility
- 2 improve psychological capacity, including motivation, perceived and actual barriers to participation
- 3 improve skills and techniques relative to safe, accurate and effective exercise performance
- 4 provide opportunities for fun and enjoyment

planned for all of the following types of:

b participant

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

for at least three of the following types of:

c session

- 1 shallow water
- 2 aqua circuit
- 3 sports specific
- 4 transitional/deep water class

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

Unit D412 (055)

Plan and prepare a water-based exercise session

Element D412.3

Select and prepare activities for the water-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify relevant sources of information that can help you to plan **activities**
- 2 select **activities** and instructing styles that will help all the **participants** participate in the **session** and achieve the planned objectives
- 3 plan realistic timings and sequences for the **session**
- 4 make sure there is an effective balance of instruction and activity within the **session**
- 5 identify and obtain the **resources** you need for the **session**
- 6 select and use suitable speed and type of music for **participants**
- 7 provide a written breakdown of the required music for the **session**
- 8 record your plans

What you must cover

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

- a activities** to develop
- 1 cardio-respiratory
 - 2 muscular strength
 - 3 muscular endurance
 - 4 flexibility
 - 5 skills

for all of the following:

- b participants**
- 1 experienced
 - 2 inexperienced
 - 3 mixed ability group
 - 4 people with low fitness
 - 5 seniors

identified and obtained at least two of the following:

- c resources**
- 1 environment for the session
 - 2 equipment for the session
 - 3 personal clothing and equipment
 - 4 support from other staff

for at least three of the following types of:

- d session**
- 1 shallow water
 - 2 aqua circuit
 - 3 sports specific
 - 4 transitional/deep water class

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

Unit D412 (055)

Plan and prepare a water-based exercise session

Element D412.4

Prepare equipment for the water-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify and select the correct equipment for the **session**
- 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 there is sufficient equipment to meet the **participants'** needs
- 5 set up and arrange the equipment in a way that is safe and appropriate to the planned activities and the **participants**
- 6 check pool temperature and air humidity meet required standards for health and safety
- 7 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 **session**

- 1 shallow water
- 2 aqua circuit
- 3 sports specific
- 4 transitional/deep water class

and arranged resources for all of the following types of:

b **participant**

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

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

Unit D412 (055)

Plan and prepare a water-based exercise session

Element D412.5

Assess and minimise likely risk during the water-based exercise session

What you must do

To meet the national standard, you must:

- 1 identify and take account of any existing risk assessments for:
 - the activities you are planning
 - the resources you will be using
- 2 check your plans and the environment in which the **session** will take place
- 3 check the implications of any participant special needs and medical conditions that may endanger themselves or others
- 4 identify the likely **hazards** involved in the **session** and assess the risks of these **hazards** causing harm
- 5 get advice from a competent person if there are **hazards** or risks you are not competent to identify and assess yourself
- 6 plan how to minimise these risks to a level acceptable to national guidelines
- 7 make sure you have information about the emergency procedures for the place where the **session** will take place

What you must cover

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

- a hazards**, relating to:
- 1 activities in your session
 - 2 other activities happening at the same time
 - 3 equipment
 - 4 the environment in which the session will take place

for at least three of the following types of:

- b session**
- 1 shallow water
 - 2 aqua circuit
 - 3 sports specific
 - 4 transitional/deep water class

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

Unit D412 (055)

Plan and prepare a water-based exercise session

Elements of competence

- D412.1 Collect and analyse relevant information**
- D412.2 Select objectives for the water-based exercise session**
- D412.3 Select and prepare activities for the water-based exercise session**
- D412.4 Prepare equipment for the water-based exercise session**
- D412.5 Assess and minimise likely risk during the water-based exercise session**

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 effects of water-based exercise on energy expenditure
- K10 the application of Archimedes Principle to water-based exercise
- K11 the effect of speed on posture, alignment and intensity
- K12 the effect of levers, gravity and resistance on water-based exercise

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

- K13 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
 - K14 the importance of careful and thorough planning and preparation for sessions
 - K15 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
 - K16 the goals of the programme that you are delivering
 - K17 the needs and potential of the participants including reasons for and barriers to participation in the appropriate activity
 - K18 the types of special needs that participants may have, for example non-swimmers
 - K19 exercises that are safe and appropriate for participants, including alternatives to potentially harmful exercises; safe and effective alignment of exercise positions
 - K20 suitability of speed and type of music for the participants and section of the class; legalities of the use of music; use of tapes and CDs and effective cueing
 - K21 the appropriate attire for participants and instructor
- #### For D412.1 Collect and analyse relevant information
- K22 the factors which effect the ability to exercise; screening process, including primary and secondary risk factors of coronary heart disease and medical conditions that pose more problems in water than on land
 - K23 reasons for temporary deferral of exercise; referral; informed consent
 - K24 the emergency procedures of the facility/organisation and location of rescue and safety equipment and alarm
 - K25 the environmental factors of water temperature and depth, humidity and air temperature
 - K26 the effects of thermo-regulation on class structure
 - K27 the Pre Activity Readiness Questionnaire (PAR-Q) and how to record information on it

Unit D412 (055)

Plan and prepare a water-based exercise session

Elements of competence

D412.1 Collect and analyse relevant information

D412.2 Select objectives for the water-based exercise session

D412.3 Select and prepare activities for the water-based exercise session

D412.4 Prepare equipment for the water-based exercise session

D412.5 Assess and minimise likely risk during the water-based exercise session

For D412.5 Assess and minimise likely risks during the water-based exercise session

K39 the health and environmental factors which can influence safety; factors which effect group/individual working space

K40 instructor safety concerns such as heat stress, joint stress and vocal cord injury

What you must know and understand

(continued)

For D412.2 Select objectives for the water-based exercise session

K28 how to identify and agree objectives for the session based upon collected information

K29 considerations for the inclusion of non-swimmers

For D412.3 Select activities for the water-based exercise session

K30 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

K31 the effects of buoyancy, water resistance and turbulence on exercises

K32 the use of synergistic arm movements

K33 how to use a range of resistance and buoyancy equipment to achieve required fitness development

For D412.4 Prepare equipment for the water-based exercise session

K34 the manufacturers guidelines and organisations guidelines for replacement of equipment

K35 a range of equipment to be used in water-based exercise sessions; including aqua mitts, paddles, woggles, floats, dumbbells and buoyancy belts

K36 the safe use of electrical equipment on poolside

K37 what to look for when checking equipment

K38 safe manual handling techniques

Unit D413 (056)

Instruct a water-based exercise session

Elements of competence

- D413.1 Prepare participants for the water-based exercise session**
- D413.2 Instruct planned activities to the participants**
- D413.3 Help participants improve their performance**
- D413.4 Bring the water-based exercise session to an end**

Unit summary

Improving people's personal fitness lies at the heart of instructing water-based exercise. This involves the thorough preparation of the participants, 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 four parts. The second part gives some examples and explanations of some words we use in the unit. The third part describes what you have to do. The fourth part describes the knowledge and understanding you must have.

Target group

This unit is for instructors who plan, conduct and review water-based exercise sessions to the beat of the music.

Linked units

This unit links closely with units D416, D417 and D412.

Place in the NVQ framework

This unit is part of the water-based exercise optional pairing unit in the level 2 Exercise and Fitness NVQ.

Links to Key Skills

This unit will provide some evidence for the following QCA Key Skills:

- Communication 2.1a, 2.1b, 2.2, 2.3
- Application of number 1.1, 1.2, 1.3
- Working with others 2.1, 2.2, 2.3
- Problem solving 2.1, 2.2, 2.3

Unit D413 (056)

Instruct a water-based exercise session

Elements of competence

- D413.1 Prepare participants for the water-based exercise session**
- D413.2 Instruct planned activities to the participants**
- D413.3 Help participants improve their performance**
- D413.4 Bring the water-based exercise session to an end**

Assessment guidance and 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 D413.1.8 and D413.4.9 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, 'K21 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 D413 (056)

Instruct a water-based exercise session

Elements of competence

- D413.1 Prepare participants for the water-based exercise session**
- D413.2 Instruct planned activities to the participants**
- D413.3 Help participants improve their performance**
- D413.4 Bring the water-based exercise session to an end**

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

Aqua circuit

A pattern of activities made up of a number of stations where participants will exercise for a defined period of time and then move on to the next station. It is designed to promote cardiovascular fitness, muscle tone, endurance and flexibility without the stress of traditional land based activities

Code of practice

the *Exercise and Fitness Code of Ethical Practice*

Cueing

preparing participants to change the intensity of their exercise activity in line with the beat and rhythm of the music

Deep water

water depth from the neck upwards

Equipment

the equipment that the participants will use or be introduced to

Participants

the people the candidate is instructing during the session

Preparing participants 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 participants are in the right frame of mind

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

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

Competent person or agency

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

Session

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

Shallow water

water depth from navel to nipple, with the optimum being sternum level

Sports specific

a session in which the contents are designed to improve the participants' cardiovascular fitness, muscle tone, endurance and flexibility for a particular sport

Technically correct demonstrations

as defined by competent national sources

Transitional water

water depth from nipple to neck

Unit D413 (056)

Instruct a water-based exercise session

Element D413.1

Prepare participants 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 **participants** punctually and make them feel welcome and at ease
- 2 check the **participants'** level of experience and ability for the **session**, identifying any new participants and non-swimmers
- 3 explain the demands of the **session** including physical and technical
- 4 ask **participants** if they have any illness or injury and advise individuals of any reasons why they should not participate in the **session**
- 5 prepare the **participants** physically for the **session** using safe and effective warm ups
- 6 choose and apply methods of motivating the participants that are appropriate to them and accepted good practice
- 7 advise participants of the facility's emergency procedures and health and safety requirements of 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 participants**
- 1 experienced
 - 2 inexperienced
 - 3 mixed ability groups
 - 4 people with low fitness
 - 5 seniors

for at least three of the following types of:

- b session**
- 1 shallow water
 - 2 aqua circuit
 - 3 sports specific
 - 4 transitional/deep water class

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

Unit D413 (056)

Instruct a water-based exercise session

Element D413.2

Instruct planned activities to the participants

What you must do

To meet the national standard, you must:

- 1 provide the participants with clear information about the **activities** you have planned for the **session** and explain the exercises
- 2 allocate **activities** to the **participants** in a way that is appropriate to them and likely to improve their performance
- 3 make sure that explanations and demonstrations are technically correct with safe and effective alignment of exercise positions and appropriate to the **participants'** needs and level of experience
- 4 check the **participants'** understanding of instructions and give them the opportunity to ask questions
- 5 ensure that **participants** carry out activities in a safe manner
- 6 keep to the planned timings for the session
- 7 apply an appropriate code of practice during the **session** for all **participants**.

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 activities to develop

- 1 cardio-vascular
- 2 muscular strength
- 3 muscular endurance
- 4 flexibility
- 5 skills

given instructions, explanations and demonstrations to all of the following types of:

b participant

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

for at least three of the following types of:

c session

- 1 shallow water
- 2 aqua circuit
- 3 sports specific
- 4 transitional/deep water class

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

Unit D413 (056)

Instruct a water-based exercise session

Element D413.3

Help participants improve their performance

What you must do

To meet the national standard, you must:

- 1 make sure all **participants** have the opportunity to take part in the planned **activities** for the session and provide equal attention to all
- 2 choose and apply instructing methods that encourage and support the **participants** in taking responsibility for their own development
- 3 provide safe and effective instruction for the range of equipment used within the **session**
- 4 build up exercises gradually and explain the purpose of exercises
- 5 observe the **participants'** performance throughout the session from an appropriate instructing position
- 6 analyse the **participants'** performance, identify errors and correct technique
- 7 provide instructing points and feedback which is timely, clear and helps the **participants** achieve their objectives
- 8 adapt the activities to respond to the changing needs of the **participants**, equipment and environment during the **session**
- 9 provide the **participants** with opportunities to reflect on what they have learned and apply this to their performance
- 10 check regularly for the **participants** ability to cope with the exercises
- 11 provide effective cueing
- 12 work to the beat and/or phrase of music
- 13 use volume and pitch of the voice effectively relative to the music

What you must cover

From your work you must show that you have provided participants with all of the following:

- a activities** to develop
- 1 cardio-vascular
 - 2 muscular strength
 - 3 muscular endurance
 - 4 flexibility
 - 5 skills

helped to improve the performance of all of the following:

- b participant**
- 1 experienced
 - 2 inexperienced
 - 3 mixed ability group
 - 4 people with low fitness or particular needs for the session
 - 5 seniors

for at least three of the following types of:

- c session**
- 1 shallow water
 - 2 aqua circuit
 - 3 sports specific
 - 4 transitional/deep water class

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

Unit D413 (056)

Instruct a water-based exercise session

Element D413.4

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 **participants'** level of experience
- 2 end the **session** using cool down activities that are safe and effective for the **participants**
- 3 give the **participants** the opportunity to ask questions, provide feedback and identify their future needs
- 4 make sure the **participants** have information about future **sessions** relevant to the appropriate context
- 5 give the **participants** an accurate summary of your feedback on the **session**
- 6 supervise the **participants'** departure in a manner appropriate to the situation and with due regard to their safety
- 7 follow the correct procedures for checking and dealing with any equipment used
- 8 leave the environment in a condition acceptable for future use
- 9 pass on suggestions and information 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 water-based session involving all of the following:

a participants

- 1 experienced
- 2 inexperienced
- 3 mixed ability group
- 4 people with low fitness or particular needs for the session
- 5 seniors

for at least three of the following types of:

b session

- 1 shallow water
- 2 aqua circuit
- 3 sports specific
- 4 transitional/deep water class

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

Unit D413 (056)

Instruct a water-based exercise session

Elements of competence

- D413.1 Prepare participants for the water-based exercise session**
- D413.2 Instruct planned activities to the participants**
- D413.3 Help participants improve their performance**
- D413.4 Bring the water-based exercise session to an end**

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 effects of water-based exercise on energy expenditure
- K10 the application of Archimedes Principle to water-based exercise
- K11 the effect of speed on posture, alignment and intensity
- K12 the effect of levers, gravity and resistance on exercise

For the whole unit

- K13 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
- K14 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
- K15 the aims of the programme that you are delivering
- K16 the needs and potential of the participants
- K17 the types of special needs that participants 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
- K18 a range of basic exercises that are safe and appropriate for participants; safe and effective alignment of exercise positions
- K19 a range of alternative exercises for adaptation or progression
- K20 the purpose of exercises, how to break exercise/movements down to their component parts
- K21 how to develop participant co-ordination by building exercises/movements up gradually
- K22 the effects of buoyancy, water resistance and turbulence on exercises
- K23 the effects of water temperature and pressure on the body
- K24 the importance/methods of voice projection; effective use of volume and pitch of voice
- K25 suitability of speed and type of music for the participants and section of the class; legalities of the use of music, use of tapes and CDs
- K26 effective methods of building combinations of movements
- K27 instructor safety concerns such as heat stress, joint stress and vocal cord injury
- K28 the appropriate attire for participants and instructor
- K29 the information that you must give to other people who are involved in the session
- K30 the basic requirements of the Health and Safety at Work Act and other relevant legislation which apply to the candidates work

Unit D413 (056)

Instruct a water-based exercise session

Elements of competence

- D413.1 Prepare participants for the water-based exercise session**
- D413.2 Instruct planned activities to the participants**
- D413.3 Help participants improve their performance**
- D413.4 Bring the water-based exercise session to an end**

What you must know and understand

(continued)

- K31 the importance of health and safety in the facility and of paying close attention to possible problems such as slippery surfaces, changes in water depth, pool temperature
- K32 the range of health, safety, and risk assessment checks which must be carried out
- K33 the types of hazards which may occur in the range of facility areas and how to identify and deal with these
- K34 reporting procedures for health and safety

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Code of ethical practice

Introduction

The Register of Exercise Professionals will be a system of self-regulation for all instructors, coaches and teachers involved in supervising people who exercise. The aim of the Register is to create a framework within which individual instructors can achieve the highest standards of professionalism linked to best practice in the health and fitness industry.

Registration will be achieved and maintained through the gaining of qualifications and training, which are nationally recognised and linked to the National Occupational Standards for the fitness industry. It will signify that the exercise professional meets certain standards of good practice, and professionals who join the Register will need to:

- have gained a recognised and approved qualification
- demonstrate competence in their working environment
- be committed to their own (ongoing) professional development
- hold current CPR and first aid certificates
- have public liability insurance that meets the minimum requirements for registration
- adhere to an industry accepted Code of Ethical Practice.

In isolation, any one of these six points is of little value – but together they measure the suitability of individuals to be members of the fitness community and members of the Register.

Any alleged professional misconduct or avoidance of compliance with the terms of membership of the Register will be referred to the Professional Practice Committee of the Fitness Alliance which will consider any need for sanctions against the instructor, coach or teacher. The appropriate authority will deal with criminal allegations.

This **Code of Ethical Practice** defines what is best in good practice for professionals in the fitness industry by reflecting on the core values of rights, relationships, responsibilities and standards.

The term 'professional' is used in a qualitative context in this Code and does not necessarily imply a paid position or person. Exercise professionals who assent to this Code accept their responsibility to people who participate in exercise; to other fitness professionals and colleagues; to their respective fitness associations, professional bodies and institutes; to their employer; and to society.

Background

It is important to establish, publicise and maintain standards of ethical behaviour in fitness instructing practice, and to inform and protect members of the public and customers using the services of exercise professionals.

Physical activity and exercise can contribute positively to the development of individuals. It is a vehicle for physical, mental, personal, social and emotional development. Such development is enhanced if the individual is guided by an informed, thinking, caring and enlightened fitness professional operating within an accepted ethical framework as a self-monitoring professional.

Instructing, coaching and teaching helps the development of individuals by enabling them to participate (safely and effectively) in exercise. The role of the fitness professional is to:

- identify and meet the needs of individuals
- improve performance or fitness through programmes of safe, effective and enjoyable exercise
- create an environment in which individuals are motivated to maintain participation and improve performance or fitness
- conform to ethical standards in a number of areas – humanity, relationships, co-operation, integrity, advertising, confidentiality and personal standards.

Principles of the code

There are four principles to this code.

Principle 1 – rights

Fitness professionals will:

- promote the rights of every individual to participate in exercise, and recognise that people should be treated as individuals
- respect the rights, dignity and worth of every human being and their ultimate right to self-determination. Specifically, exercise professionals must treat everyone equitably and sensitively within the context of their activity and ability – regardless of gender, age, disability, occupation, ethnic origin, colour, cultural background, marital status, sexual orientation, religion or political opinion
- not condone or allow to go unchallenged any form of discrimination, nor to publicly criticise or engage in demeaning descriptions of others
- be discreet in any conversations and refrain from imparting any personal information without consent
- recognise the rights of individuals to confer with other professionals.

Principle 2 – relationships

Fitness professionals will:

- develop a relationship with their customers based on openness, honesty, mutual trust and respect
- inform participant(s) of their qualifications, experience and Registration details and should provide the opportunity for the participant to consent or decline for training/instruction by that person and respect their opinions when making exercise decisions
- not engage in behaviour that constitutes any form of abuse (physical, sexual, emotional, neglect, bullying, etc)
- always promote the welfare and best interests of their participants, and should encourage and guide their customers to accept responsibility for their own behaviour and actions in training and in their relationship with others
- ensure that physical contact is appropriate and necessary and is carried out within recommended guidelines and with the participant's full consent and approval
- avoid sexual intimacy with clients while instructing, or immediately after a training session, and should arrange to transfer the client to another professional if it is clear that an intimate relationship is developing
- take action if they have a concern about the behaviour of an adult towards a child, and must not engage in any form of sexually related contact with minors, including the use of innuendo, flirting or inappropriate gestures and terms
- be aware of the physical needs of people, especially those still growing, and ensure that frequency, intensity, duration and type of training is appropriate
- discuss with parents and other interested parties the potential impact of training programmes offered to minors
- clarify in advance with participants the number of sessions, fees (if any), method of payment, and any other potential costs involved in participation
- if aware of a conflict between their obligation to their customers and their obligation to their trade association, professional institute, the Register or employer must make explicit to all parties concerned the nature of the conflict, and the loyalties and responsibilities involved
- communicate and co-operate with other sports and allied professions in the best interests of their customers. An example of such contact could be the seeking of advice from the British Association of Sport and Exercise Sciences
- communicate and co-operate with registered medical, clinical and ancillary practitioners in the diagnosis, treatment and management of participants' medical, physical and mental problems
- not work with any other professional's customer without first discussing or agreeing both with the professional and customer involved.

Principle 3 – personal responsibilities

Fitness professionals will:

- demonstrate proper personal behaviour and conduct at all times
- be fair, honest and considerate to all participants and others working in the fitness industry, and will display control, respect, dignity and professionalism
- project an image of health, cleanliness and functional efficiency, and display high standards in use of language, manner, punctuality, preparation and presentation
- not smoke, drink alcohol or use recreational drugs before or while instructing, or to take actions which could compromise the safety of participants
- not adopt practices to accelerate performance or fitness improvements which might jeopardise the safety, total well-being and future participation of their customer(s). Exercise professionals must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances
- ensure that the activities and training programmes they advocate and direct are appropriate for the age, maturity, experience and ability of the participant(s)
- advertise their services with respect to their qualifications, training, knowledge and ability and must be accurate and professionally restrained. They must also be able to present evidence of current qualifications upon request and be able to support any claim associated with the promotion of their services
- have valid public liability insurance cover to adequately and appropriately cover their legal liability in the event of any claim being made
- within the limits of their control, have a responsibility to ensure as far as possible the safety of the participants with whom they work.

Principle 4 – professional standards

Fitness professionals will:

- work towards attaining a high level of competence through qualifications and a commitment to ongoing training that ensures safe and correct practice which will maximise benefits and minimise risks to participants
- promote the execution of safe and effective practice and plan all sessions so that they meet the needs of participants, and are progressive and appropriate
- accept responsibility for their actions, and recognise when it is appropriate to refer to another professional or specialist
- seek to achieve the highest level of qualification available and maintain up-to-date knowledge of technical developments in the fitness industry

- engage in self-analysis and reflection to identify professional needs, and to develop a concept of lifelong learning and personal development
- not assume responsibility for any role for which they are not qualified or prepared
- confine themselves to practise those activities for which their training and competence is recognised by the Register.

Training includes the accumulation of knowledge and skills through formal education, independent research and the accumulation of relevant, verifiable experience. The National Occupational Standards for Coaching, Teaching and Instructing (and/or other appropriate fitness awards) provide the framework for assessing competence at the different levels of Register entry. Competence should normally be verified through evidence of qualifications and not inferred solely from evidence of prior experience.

- welcome evaluation of their work by colleagues and be able to account to participants, employers, trade associations, professional bodies and the Register for what they do, and why
- have a responsibility to themselves and their participants to maintain their own effectiveness, resilience and abilities and need to manage their lifestyle to avoid overtraining which might impair performance and cause injury

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