



Qualification  
Guidance

# Active IQ Level 2 Certificate in Group Training

Qualification  
Accreditation Number:

603/3363/7

Version AIQ005282

**Active iQ**



Developed in partnership with EMD UK

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# Active IQ Level 2 Certificate in Group Training

## Qualification accreditation number: 603/3363/7

### Introduction

The Active IQ Level 2 Certificate in Group Training is at Level 2 on the Regulated Qualifications Framework (RQF).

<b>Guided learning hours:</b>	40	<b>Total qualification time:</b>	230
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### Entry requirements:

- Some experience of group training classes is highly recommended.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication pitched at Level 2.

## Qualification outline

### Target learners:

- Learners aged 16+.
- Learners wishing to pursue a career in the health and fitness sector as group trainers.

**Please note:** 16–18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.

### Purpose

The aim of this qualification is to provide learners with the knowledge and skills needed to be able to plan, deliver and supervise safe and effective group training sessions. During the qualification learners will cover:

- Anatomy, physiology and nutrition, and how they relate to exercise and fitness.
- Health and safety in the group training environment.
- The skills to support exercise adherence and a healthy lifestyle.
- The skills to plan, instruct and supervise safe and effective group training sessions.
- Professionalism for group training.
- Personal and professional development.
- Delivering exceptional customer service.

### Progression

This qualification provides progression onto:

- Active IQ Level 3 Diploma in Gym Instructing and Personal Training.
- Active IQ Level 3 Diploma in Exercise Referral.
- Active IQ Level 3 Award in Designing Prenatal and Postnatal Exercise Programmes.
- Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults.
- Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients.

- Other related Level 2 and/or Level 3 qualifications, for example:
  - Active IQ Level 2 Award in Instructing Kettlebells.
  - Active IQ Level 2 Award in Instructing Suspended Movement Training.
  - Active IQ Level 2 Certificate in Gym Instructing.
  - Active IQ Level 2 Certificate in Promoting Community Health and Well-Being.
  - Active IQ Level 3 Award in Nutrition for Exercise and Health.
  - Active IQ Level 3 Diploma in Instructing Pilates Matwork.
  - Active IQ Level 3 Diploma in Teaching Yoga.

### **Links to National Occupational Standards**

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for group exercise.
- National Occupational Standards for Instructing Exercise and Fitness.

## Occupational competence statements for tutoring, assessing and quality assurance

**This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.**

### **Required criteria**

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).

### **Tutors and assessors**

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

### **Assessors**

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

### **Internal verifiers**

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s), which should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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### Qualification structure

Learners must complete the four mandatory units and at least one of the optional units; learners can complete both units if required.

#### Mandatory units

Unit	Unit accreditation number	Level	
1	Principles of anatomy, physiology and fitness	A/616/7499	2
2	Professionalism for group training	D/617/1108	2
3	Health and safety in a group training environment	H/617/1109	2
4	Supporting behaviour change and healthy lifestyles	Y/617/1110	2

#### Optional

Learners must complete one of the optional units; learners can complete both units if required.

Unit	Unit accreditation number	Level	
5	Planning and instructing group training sessions	D/617/1111	2
6	Planning and instructing group training to music sessions	H/617/1112	2

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the skeletal system and the effects of exercise</p>	<p>1.1 Identify the structures of the skeletal system                      1.2 State the functions of the skeleton                      1.3 Name and locate the major bones                      1.4 Name and locate different types of bone                      1.5 Identify the structure of a long bone                      1.6 Name the different types of joint                      1.7 Identify different types of synovial joint                      1.8 Describe the structures of a synovial joint                      1.9 Recognise the joint actions possible at different joints                      1.10 Describe optimum postural alignment                      1.11 Describe postural deviations                      1.12 Describe the immediate effects of exercise on the skeletal system                      1.13 Describe the long-term effects of exercise on the skeletal system                      1.14 Recognise changes to the skeletal system throughout a person's lifespan</p>
<p>2. Understand the neuromuscular system and the effects of exercise</p>	<p>2.1 Name and give examples of the different types of muscle tissue                      2.2 Identify the basic structure of skeletal muscle                      2.3 Identify the function of skeletal muscle                      2.4 Name and locate the major anterior and posterior muscles                      2.5 Describe the principles of how skeletal muscles work                      2.6 Describe different types of muscle contraction                      2.7 Name the joint actions brought about by specific muscles                      2.8 Identify different types of muscle fibre                      2.9 Recognise the structure of the nervous system                      2.10 State the function of the nervous system                      2.11 Describe the immediate effects of exercise on the neuromuscular system                      2.12 Describe the long-term effects of exercise on the neuromuscular system                      2.13 Recognise changes to the neuromuscular system throughout a person's lifespan</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems 3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems 3.13 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that re-synthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.6 Recognise the interaction of the energy systems during exercise 4.7 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels
5. Understand the structure and function of the digestive system	5.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine) 5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved 5.3 Explain the role of dietary fibre in the maintenance of gut function 5.4 Explain the role of the liver and pancreas in assisting digestion 5.5 Describe timescales for digestion 5.6 Explain the importance of fluid in digestion



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Understand health and well-being	6.1 Define the components of health and well-being 6.2 Recognise factors that affect health and well-being, including the effects of lifestyle choices 6.3 Identify the role of activity and exercise in maintaining and managing health and well-being 6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being
7. Understand the components of fitness and the effects of exercise	7.1 Name and describe the components of physical fitness 7.2 Recognise the physiological effects of exercise on each component of fitness 7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness 7.4 Recognise factors affecting physical fitness 7.5 Recognise exercise contraindications and safety considerations for special populations
<b>Assessment</b>	Theory paper

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the legal and professional requirements for group training</p>	<p>1.1 Summarise the Equality Act and relate it to group training</p> <p>1.2 Describe the legal and ethical responsibilities regarding screening, recording information, record-keeping and client confidentiality</p> <p>1.3 Describe the scope of practice of a group trainer</p> <p>1.4 Explain the insurance requirements when working as a group trainer</p> <p>1.5 Explain the importance of having appropriate insurance when working as a group trainer</p> <p>1.6 Explain the licensing requirements when working as a group trainer, for example, music brands</p>
<p>2. Understand how a group trainer can help all types of customer to have a positive exercise experience</p>	<p>2.1 Compare the differing needs of group training customers</p> <p>2.2 Identify ways that group training can meet the needs of different customers</p> <p>2.3 Identify ways that a group trainer can help customers have a positive exercise experience</p> <p>2.4 Identify ways that a group trainer can build social support and inclusion within an exercise environment</p> <p>2.5 Identify ways that a group trainer can obtain feedback from customers to support continued exercise adherence</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the range of group training sessions offered by trainers and facilities</p>	<p>3.1 Identify the main types of group training sessions offered by trainers and facilities, for example:</p> <ul style="list-style-type: none"> <li>• Boot camps</li> <li>• Circuit training</li> <li>• Gym floor classes</li> <li>• Abs/core</li> <li>• Running</li> <li>• Walking</li> <li>• Stretch</li> <li>• Relaxation and recovery</li> <li>• Outdoor military fitness</li> <li>• Game-based classes</li> <li>• Boxing-based fitness</li> <li>• Aerobics</li> <li>• Tennis fitness</li> <li>• Step</li> <li>• Barre</li> <li>• Suspension fitness</li> <li>• Body conditioning</li> <li>• Aerial</li> <li>• Chair-based exercise</li> <li>• Pre and postnatal</li> <li>• Older adults</li> </ul> <p>3.2 Explain how to match customer needs to group training sessions offered by trainers or facilities</p> <p>3.3 Explain the importance of customer retention for group trainers and facilities</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>4. Understand the skills, motivations and behaviours needed by group trainers</p>	<p>4.1 Describe the common characteristics of people/ individuals who provide excellent customer care</p> <p>4.2 Describe the features of personal presentation that will make a positive impression on customers</p> <p>4.3 Explain the importance of making a positive first impression on customers</p> <p>4.4 Describe the attitude required when communicating with customers</p> <p>4.5 Describe how to carry out routine customer care tasks in a way that shows consideration for customers</p> <p>4.6 Explain the concept of professionalism</p> <p>4.7 Explain the importance of collaborative working in the delivery of an excellent customer experience</p> <p>4.8 Identify ways that a group trainer can positively influence customer retention</p> <p>4.9 Identify ways that a group trainer can build a rapport with customers</p> <p>4.10 Explain the importance of the group trainers making themselves available and approachable to users, for example, being available prior to a class/session</p> <p>4.11 Describe the differences between intrinsic and extrinsic motivators</p> <p>4.12 Identify the personal values of group trainers that motivate others to participate in exercise</p>
<p>5. Understand how to interact with customers in different situations</p>	<p>5.1 Describe how to communicate with dissatisfied customers</p> <p>5.2 Describe the skills required to deal with potentially volatile or unpleasant situations</p> <p>5.3 Identify responses and actions that may make problems worse</p> <p>5.4 Describe how to adapt their communication style, attitude and response to meet individual customer needs</p> <p>5.5 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances</p> <p>5.6 Explain how, when and to whom problems can be referred to</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Understand personal and professional development	6.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development 6.2 Define continuing professional development 6.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations 6.4 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice 6.5 Describe how to work with others to evaluate own skills, knowledge and practice 6.6 Explain how to plan continuing professional development 6.7 Outline the roles and support available from the national governing body and professional associations to support continuing professional development
7. Understand the requirements of running own business	7.1 Explain the requirements for the self-employed in the UK, to include: <ul style="list-style-type: none"> <li>• Registration</li> <li>• Keeping business records</li> <li>• Completing a self-assessment tax return</li> <li>• Paying income tax</li> <li>• Business expenses</li> </ul> 7.2 Describe the insurance requirements for being a self-employed individual 7.3 Explain the importance of self-promotion and marketing own brand for business success 7.4 Explain how to promote your business and services 7.5 Explain the demands of running a successful business, to include: <ul style="list-style-type: none"> <li>• Strategic planning (activities and finances)</li> <li>• Marketing</li> <li>• Regular reporting</li> <li>• Reviewing performance</li> </ul> 7.6 Explain how to use social media profiles as a group trainer 7.7 Describe the benefits and risks of using social media platforms
<b>Assessment</b>	Assignment Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Outline the health, safety and insurance requirements when hiring venues or facilities 1.4 Explain the term 'duty of care' relating to the health and safety of self and others 1.5 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace 1.6 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a group training environment	2.1 Describe the differences between a 'hazard' and a 'risk' 2.2 Identify the common hazards that may occur in a group training environment 2.3 Identify the five steps of risk assessment 2.4 Describe how to deal with common hazards and manage risk in the group training environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> <li>• Normal operating procedures (NOPs)</li> <li>• Emergency action plans (EAPs)</li> <li>• Risk assessments</li> </ul> 3.2 Describe the key areas that should be included in a normal operating procedure 3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to clean and maintain portable equipment	4.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 4.2 List the cleaning substances that can be used to clean equipment 4.3 Explain the importance of the safe storage and maintenance of equipment
<b>Assessment</b>	Worksheet

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know how to consult and support clients to change their exercise behaviour</p>	<p>1.1 Identify appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise</p> <p>1.2 Recognise risk-stratification models used to assess risk</p> <p>1.3 Describe barriers to changing exercise behaviour</p> <p>1.4 Describe motivators for changing exercise behaviour</p> <p>1.5 Outline strategies for overcoming barriers and building client motivation</p> <p>1.6 Explain how to use communication to support clients at different stages of changing exercise behaviour</p> <p>1.7 Recognise different approaches to supporting clients to change their exercise behaviour</p> <p>1.8 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour</p> <p>1.9 Differentiate between process and outcome goals for adherence</p> <p>1.10 Identify safe and realistic timeframes for the achievement of group goals</p> <p>1.11 Identify ways to monitor and review group progress</p> <p>1.12 Identify appropriate methods for recording and storing client information</p> <p>1.13 Identify other professionals that can support clients when their needs go beyond own scope of practice</p> <p>1.14 Recognise when to refer or signpost a client to other professionals</p>
<p>2. Understand the importance of a healthy lifestyle</p>	<p>2.1 Explain the health risks of being overweight or obese</p> <p>2.2 Describe the current prevalence of obesity in the UK</p> <p>2.3 Explain the risks of an unhealthy lifestyle</p> <p>2.4 Explain the benefits of a healthy lifestyle</p> <p>2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions</p> <p>2.6 Identify sources of evidence-based, credible health and well-being information</p>
<p><b>Assessment</b></p>	<p>Assignment</p> <p>Worksheet</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know how to plan safe and effective group training sessions</p>	<p>1.1 Recognise a safe and effective session structure</p> <p>1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions</p> <p>1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs</p> <p>1.4 Identify different ways of using music in a group training session, to include:</p> <ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Motivation</li> <li>• Speed</li> <li>• Genre</li> <li>• Lyrics</li> <li>• Background</li> </ul> <p>1.5 Describe the purpose of a warm-up and cool-down</p> <p>1.6 Describe appropriate exercises for inclusion in a warm-up and cool-down</p> <p>1.7 Describe the purpose and benefits of cardiovascular exercise</p> <p>1.8 Describe the purpose and benefits of muscular fitness and resistance exercises</p> <p>1.9 Describe the purpose and benefits of flexibility exercises</p> <p>1.10 Describe appropriate exercises to improve different components of fitness, to include:</p> <ul style="list-style-type: none"> <li>• Muscular strength and endurance: body weight and use of small equipment, for example, bands, weights</li> <li>• Cardiovascular: low- and high-impact</li> <li>• Flexibility and mobility: static and dynamic stretching</li> <li>• Motor skills: coordination and balance, for example</li> </ul> <p>1.11 Describe different methods for monitoring exercise intensity</p> <p>1.12 Explain how small equipment can be incorporated into group training sessions, for example, dumb-bells, barbells, resistance bands, balls, plyo box, foam rollers, tyres and battle ropes</p>



Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Be able to plan a safe and effective group training session</p>	<p>2.1 Identify potential risks and hazards that may affect the safety of clients in the chosen group training environment</p> <p>2.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals</p> <p>2.3 Plan a safe and effective group training session to meet clients' needs and incorporate different components of fitness</p> <p>2.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs</p> <p>2.5 Select appropriate types of music for the group training session if applicable, for example:</p> <ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Motivation</li> <li>• Speed</li> <li>• Genre</li> <li>• Lyrics</li> <li>• Background</li> </ul> <p>2.6 Record the session plan using an appropriate format</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to deliver a safe and effective group training session</p>	<p>3.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> <li>• Greet clients</li> <li>• Build a rapport</li> <li>• Gather information and check readiness to exercise</li> </ul> <p>3.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> <li>• When to signpost to a medical professional</li> <li>• When to defer, and</li> <li>• When to allow participation</li> </ul> <p>3.3 Use appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Observation</li> <li>• Eye contact</li> <li>• Body language</li> <li>• Change of teaching position</li> <li>• Correction</li> <li>• Adaptation</li> <li>• Coaching points</li> <li>• Cueing</li> <li>• Praise and encouragement</li> <li>• Use of voice, to include: <ul style="list-style-type: none"> <li>• Tone</li> <li>• Pitch</li> <li>• Variation in volume</li> <li>• Use of silence/no vocals</li> </ul> </li> <li>• Scripting</li> </ul> <p>3.4 Use appropriate music for components, where applicable for example, genre, speed, volume</p> <p>3.5 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> <li>• Correct set-up</li> <li>• Management of voice projection</li> <li>• Use of appropriate volume</li> </ul> <p>3.6 Use appropriate exercises and movement patterns to accommodate different clients' needs</p> <p>3.7 Instruct a safe and effective warm-up</p> <p>3.8 Instruct a safe and effective cardiovascular component</p> <p>3.9 Instruct a safe and effective muscular fitness component</p> <p>3.10 Instruct a safe and effective cool-down component</p> <p>3.11 Explain the appropriate health and safety considerations to clients</p> <p>3.12 Monitor exercise intensity</p> <p>3.13 Monitor exercise safety</p> <p>3.14 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>3.15 Respond accurately/appropriately to clients' questions</p> <p>3.16 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>3.17 Use appropriate language and tone that is clear, encouraging and supports clients' goals</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
4. Be able to evaluate own practice	4.1 Gather feedback from clients to review and evaluate practice 4.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs 4.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs 4.4 Evaluate the effectiveness of communication for meeting clients' needs 4.5 Identify ways to improve instructional and coaching skills and communication 4.6 Identify ways to improve session content for meeting clients' needs
<b>Assessment</b>	Session plans Summative observation Self-evaluation

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Know how to plan safe and effective group training sessions</p>	<p>1.1 Recognise a safe and effective session structure</p> <p>1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions</p> <p>1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs</p> <p>1.4 Describe the purpose of a warm-up and cool-down</p> <p>1.5 Describe appropriate exercises for inclusion in a warm-up and cool-down</p> <p>1.6 Describe the purpose and benefits of cardiovascular exercise</p> <p>1.7 Describe the purpose and benefits of muscular fitness and resistance exercises</p> <p>1.8 Describe the purpose and benefits of flexibility exercises</p> <p>1.9 Describe appropriate exercises to improve different components of fitness, to include:</p> <ul style="list-style-type: none"> <li>• Muscular strength and endurance: body weight and use of small equipment, for example, bands, weights</li> <li>• Cardiovascular: low- and high-impact</li> <li>• Flexibility and mobility: static and dynamic stretching</li> <li>• Motor skills: coordination and balance, for example</li> </ul> <p>1.10 Describe different methods for monitoring exercise intensity</p> <p>1.11 Explain how small equipment can be incorporated into group training sessions, for example, dumb-bells, barbells, resistance bands and steps</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>2. Understand how music and choreography can be incorporated in group training sessions</p>	<p>2.1 Identify different ways of using music to plan a group training to music session, to include:</p> <ul style="list-style-type: none"> <li>• Beats, phrases and blocks</li> <li>• Choreography approaches, verse and chorus, 32 beat blocks</li> </ul> <p>2.2 Identify appropriate types of music to use for different components of a session, to include:</p> <ul style="list-style-type: none"> <li>• Speed/beats per minute (bpm)</li> <li>• Rhythm and tempo</li> <li>• Genre</li> <li>• Atmosphere</li> <li>• Motivation</li> <li>• Lyrics</li> </ul> <p>2.3 Identify different dance, movement and exercise styles that can be integrated within a group training to music session, such as aerobics, step, dance cardio, body conditioning</p> <p>2.4 Identify different choreography methods that can be used to structure a group training to music session, to include:</p> <ul style="list-style-type: none"> <li>• Verse and chorus</li> <li>• Reverse pyramid</li> <li>• Link part to whole</li> <li>• Add-on</li> <li>• Layering</li> <li>• Cross-phrasing</li> <li>• Pure repetition</li> </ul> <p>2.5 Describe different methods of adapting choreography to accommodate different abilities and maintain class enjoyment, to include:</p> <ul style="list-style-type: none"> <li>• Base moves (basic foot movement patterns)</li> <li>• Travel</li> <li>• Directional changes, including turns</li> <li>• Rhythm and speed</li> <li>• Levers</li> <li>• Arm patterns</li> <li>• Impact</li> <li>• Plane</li> </ul> <p>2.6 Explain how changes to choreography affect intensity and complexity</p> <p>2.7 Describe the instructional skills required to instruct a group training to music session, to include:</p> <ul style="list-style-type: none"> <li>• Mirroring</li> <li>• Right footing</li> <li>• Cueing to music</li> <li>• Demonstration</li> <li>• Scripting</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to plan a safe and effective group training to music session</p>	<p>3.1 Identify potential risks and hazards that may affect the safety of clients in the chosen training environment</p> <p>3.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals</p> <p>3.3 Plan a safe and effective group training to music session to meet clients' needs and incorporate different components of fitness</p> <p>3.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs</p> <p>3.5 Use an appropriate music breakdown to plan a group training to music session</p> <p>3.6 Select appropriate types of music to use for different components of an exercise to music session, to include:</p> <ul style="list-style-type: none"> <li>• Speed/beats per minute (bpm)</li> <li>• Rhythm and tempo</li> <li>• Genre</li> <li>• Atmosphere</li> <li>• Motivation</li> <li>• Lyrics</li> </ul> <p>3.7 Select appropriate dance and/or choreography styles to integrate within an exercise to music session</p> <p>3.8 Use appropriate methods of adapting choreography to accommodate different abilities and maintain enjoyment, to include:</p> <ul style="list-style-type: none"> <li>• Base moves (basic foot movement patterns)</li> <li>• Travel</li> <li>• Directional changes, including turns</li> <li>• Rhythm and speed</li> <li>• Levers</li> <li>• Arm patterns</li> <li>• Impact</li> <li>• Plane</li> </ul> <p>3.9 Record the session plan using an appropriate format</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to deliver a safe and effective group training to music session</p>	<p>4.1 BUse appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> <li>• Greet clients</li> <li>• Build a rapport</li> <li>• Gather information and check readiness to exercise</li> </ul> <p>4.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> <li>• When to signpost to a medical professional</li> <li>• When to defer, and</li> <li>• When to allow participation</li> </ul> <p>4.3 Use appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> <li>• Demonstration and mirroring</li> <li>• Explanation</li> <li>• Observation</li> <li>• Eye contact</li> <li>• Body language</li> <li>• Change of teaching position</li> <li>• Correction</li> <li>• Adaptation</li> <li>• Coaching points</li> <li>• Cueing</li> <li>• Praise and encouragement</li> <li>• Right footing</li> <li>• Use of voice, to include: <ul style="list-style-type: none"> <li>• Tone</li> <li>• Pitch</li> <li>• Variation in volume</li> <li>• Use of silence/no vocals</li> </ul> </li> </ul> <p>4.4 Use appropriate music for all components of the session, for example, speed, genre, volume</p> <p>4.5 Use appropriate movement and choreography patterns to accommodate different participants' needs</p> <p>4.6 Work to the music for appropriate components of the group training session</p> <p>4.7 Use of different choreography approaches, to include:</p> <ul style="list-style-type: none"> <li>• Verse and chorus</li> <li>• Reverse pyramid</li> <li>• Link part to whole</li> <li>• Add-on</li> <li>• Layering</li> <li>• Cross-phrasing</li> <li>• Pure repetition</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>4.8 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> <li>• Correct set-up</li> <li>• Management of voice projection</li> <li>• Use of appropriate volume</li> </ul> <p>4.9 Use appropriate exercises and movement patterns to accommodate different clients' needs</p> <p>4.10 Instruct a safe and effective warm-up</p> <p>4.11 Instruct a safe and effective cardiovascular component</p> <p>4.12 Instruct a safe and effective muscular fitness component</p> <p>4.13 Instruct a safe and effective cool-down component</p> <p>4.14 Explain the appropriate health and safety considerations to clients</p> <p>4.15 Monitor exercise intensity</p> <p>4.16 Monitor exercise safety</p> <p>4.17 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>4.18 Respond accurately/appropriately to clients' questions</p> <p>4.19 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>4.20 Use appropriate language and tone that is clear, encouraging and supports clients' goals</p>
5. Be able to evaluate own practice	<p>5.1 Gather feedback from clients to review and evaluate practice</p> <p>5.2 Evaluate the safety and effectiveness of session structure, music, choreography and selected exercises for meeting clients' needs</p> <p>5.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs</p> <p>5.4 Evaluate the effectiveness of communication for meeting clients' needs</p> <p>5.5 Identify ways to improve instructional and coaching skills and communication</p> <p>5.6 Identify ways to improve session content for meeting clients' needs</p>
Assessment	<p>Session plan</p> <p>Summative observation</p> <p>Self-evaluation</p>





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