



Qualification
Guidance
Syllabus

Level 2 Certificate in Fitness Instructing (ETM)



Qualification
Accreditation Number:
500/8756/3
Version FLM005052

Active iQ

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Introduction

The Active IQ Certificate in Fitness Instructing (ETM) is at level 2 on the Regulated Qualifications Framework. It also provides access onto The Register of Exercise Professionals (REPs) at level 2.

Guided learning hours: 157 **Total Qualification Time:** 230 **Credit:** 24

Minimum credit to be achieved at or above the level of the qualification	24
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- Some experience of studio-based exercise classes is highly recommended
- The course requires physical exertion and individual participation is essential; therefore, a degree of physical fitness is necessary
- There is also 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:

- Adults (aged 16+) wishing to pursue a career in the health and fitness sector as studio-based fitness instructors
- Please note that 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved

Aim:

- To train learners to a professionally competent level, enabling them to prescribe, plan and deliver safe and effective exercise classes in a health club environment

Objectives:

- To develop learner's knowledge of anatomy and physiology and how it relates to exercise and fitness
- To develop learner's ability to plan and deliver safe and effective exercise to music sessions
- To provide learners with the knowledge to develop good customer service and the personal qualities required by the exercise and fitness industry
- To provide learners with an awareness of health and safety in an exercise and fitness environment
- To provide learners with the opportunity to progress to further qualifications in the exercise and fitness industry

Progression:

- This qualification provides progression to Level 2 NVQ Certificate in Instructing Exercise and Fitness, for learners who wish to develop and demonstrate occupational competence in group exercise to music instruction
- Alternatively, it provides progression to Level 3 qualifications in Pilates or Personal Training for learners who wish to further their knowledge and skills and become personal trainers working with specialist populations as well as the general population
- Learners may also progress on to the Active IQ Level 3 Certificate in Sports Massage, where they will be provided with the knowledge and skills to practice sports massage alongside fitness instructing in the health club environment
- Learners may also broaden their knowledge and skills by progressing to Level 2 qualifications in instructing Circuits, Step and Aqua

Links to National Occupational Standards

There are direct links to the NOS in Instructing Exercise and Fitness:

A355 Reflect on and develop own practice in providing exercise and physical activity

C22 Promote health, safety and welfare in active leisure and recreation

C316 Work with clients to help them to adhere to exercise and physical activity

D453 Plan and prepare group exercise to music

D454 Instruct group exercise to music

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and Verifiers must:

- Possess a discipline specific qualification equivalent to the qualification being taught
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

Tutors

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

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 3 Award in Education and Training
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS)
- Level 5 Diploma in Education and Training
- Certificate in Education

Assessor

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

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

Internal Verifier

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

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

Desirable Criteria

All Tutors, Assessors and Verifiers should be registered with the Register of Exercise Professionals.

UK LEVEL 2 (European Qualifications Framework EQF Level 3) Occupational Descriptor

Occupational Title

Group Exercise to Music Instructor

Occupational Description

A Group Exercise to Music Instructor's role includes the planning, instructing and evaluation of exercise to music sessions via a range of activities, including (but not limited to) Aerobics (Exercise to Music), Step, Body Conditioning and Circuit Training. An Exercise to Music instructor should also actively encourage class members to adhere to regular group fitness sessions, employing appropriate motivational strategies to achieve this.

Occupational Roles

The Group Exercise to Music Instructor should be involved in:

1. Planning, instructing and evaluating safe and appropriate exercise to music sessions
2. Planning and delivering a variety of exercise to music sessions, including (but not limited to) Aerobics (Exercise to Music), Step, Body Conditioning and Circuit Training
3. Selecting relevant exercises and designing appropriate exercises/routines which address safety at all times
4. Using logical and progressive teaching methodology to develop choreography and build routines effectively
5. Developing routines that build up in a progressive fashion, to ensure that class members experience a sense of achievement
6. Demonstrating a variety of choreographic methods to keep class members interested and motivated
7. Planning routines, using the structure of the music, to create the content for all components of the session
8. Use the music tempo and structure to develop choreography in a progressive manner
9. Providing adaptations and alternatives throughout sessions to allow for individual differences
10. Monitoring class members, correcting and praising technique where appropriate
11. Motivating class members using appropriate techniques in order to promote retention and adherence to exercise
12. Acting as a positive role model for all class members and staff
13. Demonstrating a positive attitude to ensure that class members feel welcome at all times
14. Proactively developing and maintaining the highest standards of customer care in order to facilitate the retention of clients/members
15. Promoting healthy activities and related strategies for daily living to class members
16. Monitoring and assisting in the upkeep of the environment and studio fitness equipment
17. Reflecting on own performance in order to enhance personal development
18. Working within the parameters given at Level 2, recognising the standards and professional limitations that this provides
19. Making the appropriate decisions relating to class members and their goals and, where required, refer to appropriate members of staff for guidance and support

Occupational Competence

L2 Group Exercise to Music Instructors should:

1. Be aware of their professional role boundaries as listed.
2. Instructors should give guidance to encourage special population clients* to follow the key safety guidelines and discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in sessions.

*Special population clients including:

- 14-16 year old young people
 - disabled people
 - older people (50+)
 - Pre and post-natal women
3. Get advice from another appropriate professional if there are any objectives, physical activities or risks that fall outside their professional boundaries or that they do not feel competent to deal with and/or refer on to the appropriate person.

L2 Group Exercise to Music Instructors (who do not possess the appropriate special population qualification/s in older adults, ante/post-natal women and disabled people) should NOT:

1.
 - Specialist instructor in the area of special populations, or advertise as such
 - Instruct special population clients 1:1 or in groups on a regular or progressive basis
 - Plan a progressive, long-term special populations exercise or physical activity programme
 - Play any role in exercise or physical activity programming or monitoring in condition management on a 1:1 or group basis. (For this, a Level 3 Exercise Referral qualification is required and for certain conditions, where national occupational standards are in place, a Level 4 qualification).
2. Prescribe any form of exercise session or individual exercise that they have not been trained to deliver/teach effectively.
3. Instruct exercise in disciplines in which they are not qualified or where they do not hold appropriate endorsed training (e.g. a Level 2 fitness instructor should not 'cover' an ETM class or a spinning class if they do not hold the appropriate certificates).
4. Provide prescriptive nutritional advice or develop bespoke individualised nutrition plans for clients.

Qualification Structure

This qualification comprises of 6 mandatory units

Unit	Unit title	Level	Credits	Unit accreditation number
1	Anatomy and physiology for exercise	2	6	H/600/9013
2	Know how to support clients who take part in exercise and physical activity	2	2	M/600/9015
3	Health, safety and welfare in a fitness environment	2	2	T/600/9016
4	Principles of exercise, fitness and health	2	4	A/600/9017
5	Planning group exercise to music sessions	2	4	F/600/9021
6	Instructing group exercise to music sessions	2	6	J/600/9022

Successful achievement of all six units must be achieved for the full qualification.

Unit 1 H/600/9013 Level: 2 Credit Value: 6
Unit Title: Anatomy and physiology for exercise

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the structure and function of the circulatory system	1.1 Identify the location of the heart 1.2 Describe the function of the heart 1.3 Describe the structure of the heart 1.4 Describe how blood moves through the four chambers of the heart 1.5 Describe systemic and pulmonary circulation 1.6 Describe the structure and functions of blood vessels 1.7 Define blood pressure 1.8 Identify blood pressure classifications
2. Understand the structure and function of the respiratory system	2.1 Identify the location of the lungs 2.2 Describe the function of the lungs 2.3 Describe the structure of the lungs 2.4 Identify the main muscles involved in breathing 2.5 Describe the passage of air through the respiratory tract 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs
3. Understand the structure and function of the skeleton	3.1 Describe the basic functions of the skeleton 3.2 Identify the structures of the axial skeleton 3.3 Identify the structures of the appendicular skeleton 3.4 Explain the classification of bones 3.5 Explain the structure of long bone 3.6 Explain the stages of bone growth 3.7 Describe posture in terms of: <ul style="list-style-type: none"> • curves of the spine • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy
4. Understand joints in the skeleton	4.1 Describe the classification of joints 4.2 Describe the structure of synovial joints 4.3 Describe the types of synovial joints and their range of motion 4.4 Describe joint movement potential and joint actions
5. Understand the muscular system	5.1 Identify the three types of muscle tissue 5.2 Define the characteristics and functions of the three types of muscle 5.3 Describe the basic structure of skeletal muscle 5.4 Name and locate the anterior skeletal muscles 5.5 Name and locate the posterior skeletal muscles 5.6 Describe the structure and function of the pelvic floor muscles 5.7 Describe the different types of muscle action 5.8 Identify the joint actions brought about by specific muscle groups 5.9 Identify skeletal muscle fibre types and their characteristics

<p>6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise</p>	<p>6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:</p> <ul style="list-style-type: none"> • young people in the 14-16 age range • antenatal and postnatal women • older people (50 plus)
<p>7. Understand energy systems and their relation to exercise</p>	<p>7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate</p> <p>7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise</p>
<p>8. Understand the nervous system and its relation to exercise</p>	<p>8.1 Describe the role and functions of the nervous system</p> <p>8.2 Describe the principles of muscle contraction</p> <p>8.3 Describe the 'all or none law'/motor unit recruitment</p> <p>8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness</p>
<p>Assessment</p>	<p>Theory paper</p>

Unit 2 M/600/9015 Level: 2 Credit Value: 2
Unit Title: Know how to support clients who take part in exercise and physical activity

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to form effective working relationships with clients	1.1 Explain why it's important to form effective working relationships with clients 1.2 Explain why it's important to present oneself and the organisation positively to clients 1.3 Describe how different communication skills can be used to assist clients with motivation 1.4 Explain the importance of valuing equality and diversity when working with clients
2. Understand how to address barriers to exercise/physical activity that clients experience	2.1 Identify the typical barriers to exercise/physical activity that clients experience 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity
3. Understand how to support clients to adhere to exercise/physical activity	3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity 3.4 Describe how to set short, medium and long term SMART goals 3.5 Describe how to review and revise short, medium and long term SMART goals
4. Understand how to provide ongoing customer service to clients	4.1 Explain the importance of client care both for the client and the organisation 4.2 Explain why it is important to deal with clients' needs to their satisfaction 4.3 Identify where to source relevant and appropriate information to meet clients' needs 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively 4.5 Give examples of how to exceed customer expectations, when appropriate 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
Assessment	Worksheet Participant interview

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand emergency procedures in a fitness environment	1.1 Identify the types of emergencies that may occur in a fitness environment 1.2 Describe the roles that different staff and external services play during an emergency 1.3 Explain the importance of following emergency procedures calmly and correctly 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people
2. Understand health and safety requirements in a fitness environment	2.1 Outline why health and safety is important in a fitness environment 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation 2.5 Describe the types of security procedures that may apply in a fitness environment 2.6 Describe the key health and safety documents that are relevant in a fitness environment
3. Understand how to control risks in a fitness environment	3.1 Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene 3.2 Describe how to risk assess the types of possible hazards in a fitness environment 3.3 Describe how to control risks associated with hazards in a fitness environment 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally
4. Understand how to safeguard children and vulnerable adults	4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults 4.2 Describe the responsibilities and limitations of a fitness instructor with regard to safeguarding children and vulnerable adults 4.3 Identify the types of abuse which an instructor may encounter: <ul style="list-style-type: none"> • physical • emotional • neglect • bullying • sexual 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual Describe a fitness organisation's policies and procedures in relation to 4.5 safeguarding children and vulnerable adults, including typical reporting procedures 4.6 Describe the procedures to follow to protect oneself from accusations of abuse 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults 4.8 Explain when it may be necessary to contact statutory agencies 4.9 Describe how to maintain the confidentiality of information relating to possible abuse
Assessment	Worksheet

Unit 4 A/600/9017 Level: 2 Credit Value: 4
Unit Title: Principles of exercise, fitness and health

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the effects of exercise on the body	1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training 1.2 Identify the short and long term effects of exercise on blood pressure 1.3 Describe the “blood pooling” effect following exercise 1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise 1.5 Describe delayed onset of muscle soreness (DOMS) 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness 1.7 Describe the short and long term effects of different types of exercise on muscle 1.8 Describe different exercises that can improve posture
2. Understand the components of fitness	2.1 Define the components of health-related fitness 2.2 Define the components of skill-related fitness 2.3 Identify the factors that affect health and skill-related fitness
3. Understand how to apply the principles and variables of fitness to an exercise programme	3.1 Describe the physiological implications of: <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type) 3.3 Explain the principles of a progressive training programme in developing components of fitness 3.4 Explain how to recognise when and how to regress a training programme 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type) 3.6 Describe the effect of speed on posture, alignment and intensity 3.7 Describe the effect of levers, gravity and resistance on exercise 3.8 Describe the differences between programming exercise for physical fitness and for health benefits
4. Understand the exercise contraindications and key safety guidelines for special populations	4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus) 4.2 Describe the exercise contraindications and key safety guidelines for working with ante-natal and post-natal clients 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16) 4.4 Describe the key safety considerations for working with disabled people
5. Understand how to safely monitor exercise intensity	5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones
6. Understand the health benefits of physical activity	6.1 Describe the health benefits of physical activity 6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> • Coronary Heart Disease • Some cancers • Type 2 Diabetes • Hypertension • Obesity • Osteoporosis

7. Understand the importance of healthy eating	7.1 Describe the national food model/guide 7.2 Describe key healthy eating advice that underpins a healthy diet 7.3 Explain the importance of adequate hydration 7.4 Explain professional role boundaries in relation to offering nutritional advice 7.5 Explain the dietary role of the key nutrients 7.6 Identify the common dietary sources of the key nutrients 7.7 Describe the energy balance equation 7.8 Explain the health risks of poor nutrition
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to collect participant information	1.1 Explain the process of informed consent 1.2 Describe different methods to collect participant information: <ul style="list-style-type: none"> • questionnaire • interview • observation 1.3 Describe how to determine which methods of collecting information are appropriate according to the situation 1.4 Explain the principles of screening participants prior to exercise to music to include the use of the physical activity readiness questionnaire (PARQ)
2. Understand how to use participant information to plan group exercise to music	2.1 Describe the factors, based on client screening, which affect safe exercise participation 2.2 Give examples of how participant information could affect the planning of group exercise to music 2.3 Identify the reasons for temporary deferral of exercise 2.4 Explain the reasons for referring participants to other professionals
3. Understand how to plan group exercise to music	3.1 Describe how to plan exercise to music to meet the needs of clients with different objectives 3.2 Identify a range of group exercises to music, to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 3.3 Identify a range of equipment used in group exercise to music and its uses 3.4 Describe how to plan group exercise to music using circuit formats
4. Understand how to use music to enhance group exercise	4.1 Describe how to select speed and type of music as appropriate to the participants and phase of the class 4.2 Describe the legal requirements covering the use of music 4.3 Describe the principles involved in developing choreography for a group exercise session
5. Be able to plan safe and effective group exercise to music	5.1 Identify objectives that are appropriate to: <ul style="list-style-type: none"> • the likely needs and potential of the participants • accepted good practice in the industry • own level of competence 5.2 Select exercises that will help clients to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 5.3 Plan safe and effective group exercise to music to achieve planned objectives for the session 5.4 Select a range of exercises that are safe and appropriate for participants and include possible alternatives 5.5 Plan realistic timings and original choreography for sessions 5.6 Record plans in an appropriate format

Assessment	Participant Interview Class Plan 4 Session Plans Professional Discussion or worksheet
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Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to provide group exercise to music	1.1 Identify the safe and effective alignment for a range of group exercise to music movements to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • motor skills 1.2 Identify different methods of adapting exercise to music to ensure appropriate progression and regression 1.3 Describe how to develop participant co-ordination by building exercises/ movements up gradually, to include: <ul style="list-style-type: none"> • layering techniques • holding patterns 1.4 Describe effective methods of combining movements 1.5 Describe the principles of group behaviour management during exercise to music sessions
2. Be able to prepare self and equipment for group exercise to music	2.1 Prepare self to instruct the session 2.2 Provide safe and appropriate equipment sufficient for the participants 2.3 Organise sufficient space for safe exercise performance
3. Be able to prepare participants for group exercise to music	3.1 Help participants to feel welcome and at ease in the exercise environment 3.2 Check participants' level of experience, ability and physical/medical condition 3.3 Explain the purpose and value of the session, including warm-up and cool-down 3.4 Describe the exercises, including physical and technical demands 3.5 Confirm or revise plans as appropriate 3.6 Advise participants of the facility's emergency procedures 3.7 Use warm up activities that are safe and effective for the participants
4. Be able to instruct group exercise to music	4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions 4.2 Communicate as appropriate to participants' needs 4.3 Use volume, pitch and voice projection relative to the music, with or without a microphone 4.4 Provide cueing to enable participants to work to the structure and phrase of the music 4.5 Vary the pace and speed of exercise to ensure safety and effectiveness 4.6 Ensure participants exercise safely 4.7 Keep to the planned timings for the session
5. Be able to improve participant's performance in group exercise to music	5.1 Adopt appropriate positions to observe participants and respond to their needs 5.2 Check that participants can perform the exercises as instructed 5.3 Use appropriate methods to correct and reinforce technique, including <ul style="list-style-type: none"> • changing teaching positions • asking questions • verbal and visual communication • mirroring 5.4 Provide feedback and instructing points which are timely, clear and motivational 5.5 Adapt exercises with suitable progressions and regressions according to participants' needs
6. Be able to bring a group exercise to music session to an end	6.1 Allow sufficient time to end the session according to participants' needs 6.2 Use cool down activities that are safe and effective for the participants 6.3 Give the participants an accurate summary of feedback on the session 6.4 Give the participants the opportunity to: <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs 6.5 Follow the correct procedures for checking and dealing with any equipment used 6.6 Leave the environment in a condition acceptable for future use

7. Be able to reflect on providing group exercise to music	<p>7.1 Review the outcomes of working with participants and their feedback</p> <p>7.2 Identify:</p> <ul style="list-style-type: none"> • how well the exercises met participants' needs • how effective and motivational was the relationship with the participants • how well the instructing style matched the participants' needs <p>7.3 Identify how to improve personal practice</p> <p>7.4 Explain the value of reflective practice</p>
8. Be able to support clients taking part in exercise to music	<p>8.1 Present a positive image of self and organisation to clients</p> <p>8.2 Establish an effective working relationship with clients</p> <p>8.3 Communicate with clients in a way that makes them feel valued</p> <p>8.4 Use motivational styles appropriate to the client and the exercise format</p>
Assessment	<p>Summative observed session</p> <p>Session self-evaluation</p>

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