

RECOGNITION OF PRIOR LEARNING PACK



CERTIFICATE IN GROUP EXERCISE (Freestyle)



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Introduction

This pack is designed for fitness professionals offering group exercise services in India prior to the creation of the Register of Exercise Professionals India Foundation (REPS India). Applicants must have either an evidenced minimum of one year's experience as a Group Exercise Instructor or a prior group exercise qualification where both theory and hands-on practical learning is evidenced. This pack will support you to gain a recognised certificate in Group Exercise (Freestyle) through Recognition of Prior Learning (RPL) that will give you entry to the REPS India register.

REPS India is a non-profit organisation working with the country's fitness industry to ensure that all exercise professionals are suitably knowledgeable and qualified to deliver safe and effective exercise instruction, and to promote health and wellbeing in Indian society. Its aim is to raise the standard and profile of fitness in India and allow it to meet its potential as a positive influence in the lives and health of all Indians.

All qualifications that give entry to REPS India are accredited by PD:Approval and have been checked to ensure they meet the REPS India Standards for recognition by REPS India. PD:Approval has over 50 years of knowledge and experience in standards setting, quality assurance and structuring frameworks to strengthen training and education in the health and fitness sector. We are working with REPS India to provide a standardised qualification structure for the fitness sector's professionals.

Our main functions are to:

- Raise sector standards by implementing professional recognition through a quality assurance kitemarking process.
- Provide security and support to learners throughout their training.
- Certify successful learners with an official certificate as a record of their achievement.

If you have any concerns or queries about the RPL process or the accredited training provider delivering it, please first discuss them with your training provider. If you still require support for this or anything else about the RPL process, please contact us:

- Email: repsindia@pdapproval.com
- Telephone: +44 (0) 333 577 0908
- Instant Chat: Talk To (accessible on every page of our [website](#))

We look forward to supporting you to achieve REPS India recognition.

The Professional Development Team

PD:Approval

www.pdapproval.com/repsindia

About RPL

REPS India understands that there are numerous prospective members who have expertise and/or experience in the health and fitness sector but no recognised qualification to gain membership of REPS India. These may include individuals with:

- International qualifications
- Higher education degrees
- Years of experience but no formal qualification

To support you to meet the relevant REPS India standards, PD:Approval has created the RPL route to attain a full, recognised qualification.

RPL is a process that gives individuals with learning and experience in the health and fitness sector the opportunity to go straight to the final assessment without undertaking an entire qualification. This process is carried out by an approved training provider which has been accredited by PD:Approval to deliver and assess qualifications that are recognised by REPS India.

In order for you to gain certification in the category you require e.g. Fitness Instructor, Group Exercise, Personal Trainer, the training provider must be satisfied that you have the necessary knowledge and skills to meet the criteria specified by REPS India, in order to achieve a pass when you undertake the assessment.

Your accredited provider will measure your current skills and knowledge in health and fitness against the requirements of the recognised qualification, and will then support you to fill any gaps to ensure you have the best chance of successfully completing the assessment.

Once you have passed the assessment you will be provided with the official PD:Approval qualification certificate which can then be used to join the register.

Finding an accredited training provider

Visit the [REPS India website](#) to find a PD:Approval accredited training provider that can take you through the assessment process for RPL.

The training provider will charge a fee for the RPL process. You should speak to more than one provider in order to choose the one that best suits you.

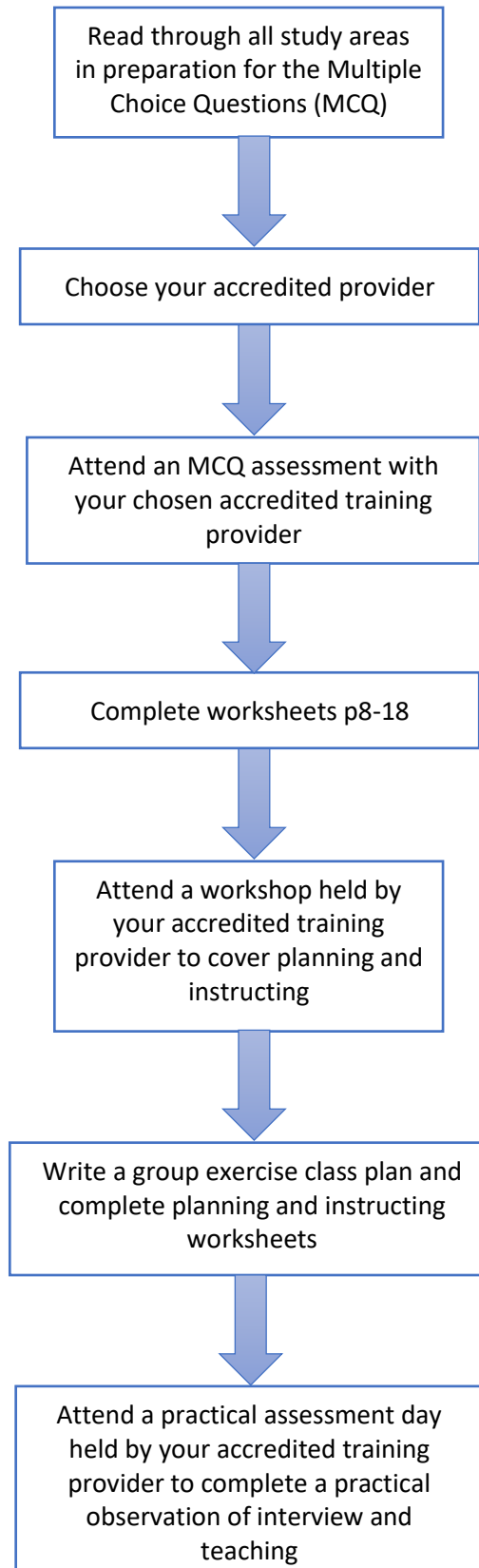
Please note: You need to achieve 70% or more to pass the MCQ. If you fail the MCQ paper by not achieving 70%, you may be able to resit the paper again, however this is for the training provider to decide based on your results, you may be required to complete the full course as you don't have sufficient knowledge to continue. Your accredited training provider will provide you with feedback on the areas that you have failed and, should you wish to take up their offer to complete the full course, will advise you of the additional fees (which may vary according to different accredited training providers).

Next steps

1. Contact a PD:Approval accredited training provider about the RPL process.
2. Have an interview with the training provider to discuss your RPL requirements.
3. Complete the MCQs.
4. If you have passed the MCQs, complete the worksheets in this RPL Assessment Pack.

RPL Flowchart

Ensure you complete the following tasks:



RPL Structure

Summary of the RPL assessments you will be required to complete:

1. Prepare for the Multiple Choice Question (MCQ) paper
2. Four worksheets
 - The importance of health screening
 - Provide motivation and support
 - Special populations
 - Promote health and safety
3. Prepare class plans for clients
4. Prepare for two practical assessments
 - Practical observation of interviewing clients
 - Practical observation of Instructing group exercise to music (freestyle)

REPS India Standards

The following table highlights the subject areas covered in the RPL process which ensures you have met the REPs India Standards for the Group Exercise Instructor (Freestyle). Each unit also has a form of assessment which can be found within this pack. *Please note the unit code given in brackets refers to the ICREPs Global Standards.*

Unit	RPL Assessment(s)
Unit 1 (C1): Conduct health screening and assess client exercise preferences, barriers and goals	<ol style="list-style-type: none"> 1. PAR-Q 2. Client interview 3. Health screening questionnaire 4. Client profile 5. Analyse and interpret client's information 6. Observation of Client Interview checklist
Unit 2 (A2): Apply principles of anatomy and physiology in a fitness context	Multiple Choice Questions (MCQ)
Unit 3 (A5): Provide motivation and support as part of exercise instruction	Provide Motivation and Support worksheet
Unit 4 (A1): Recognise and apply exercise consideration for specific populations	Special populations worksheet
Unit 5 (A1): Promote health and safety in a fitness environment	Promote Health and Safety worksheets
Unit 6 (A4): Provide customer service in health and fitness	Covered in units 1 and 3
Unit 7 (A6): Develop professional practice and personal career in the health and fitness industry	<ol style="list-style-type: none"> 1. Personal Development Plan (PDP) 2. Viva with assessor
Unit 8 (C3): Plan and instruct group exercise (freestyle)	<ol style="list-style-type: none"> 1. Class plan 2. Planning and instructing group exercise worksheet 3. Practical observation 4. Reflective statement 5. Professional discussion

Worksheets

Principles of Exercise worksheet (*Learner to complete*)

Learner's Name	Date

Choose the letter that represents your answer and put it in the answer box below the question.

1. What is the Central Nervous System made of?			
a) the spine and the spinal cord	b) the brain and hormones	c) the brain and spinal cord	d) the spinal cord and the pelvis
Answer:			

2. The somatic and autonomic nervous systems are both part of what system?			
a) the peripheral nervous system	b) the central nervous system	c) the digestive system	d) the Integumentary system
Answer:			

3. A neuromuscular adaptation associated with strength training is?			
a) an increased number of nerve endings	b) an increased coordination of nerve signalling	c) an increase in muscle length	d) an increase in reflexes
Answer:			

4. What is Hypertrophy?			
a) decrease in flexibility	b) an increase in tendon strength	c) a decrease in the size of muscle cells	d) an increase in cell size
Answer:			

5. The biomechanical term for touching your toes is known as what movement of the spine?			
a) flexion	b) extension	c) lateral flexion	d) adduction
Answer:			

6. The biomechanical term for <i>straighten the leg</i> is known as what movement of the knee?			
a) flexion	b) extension	c) lateral flexion	d) adduction
Answer:			

7. The elbow joint in a bicep curl exercise is what kind of lever?			
a) 1 st class lever	b) 2 nd class lever	c) 3 rd class lever	d) 4 th class lever
Answer:			

8. What does dynamic stretching involve?			
a) bouncing movements	b) holding and muscular effort	c) movement and muscular effort	d) holding and lengthen the muscle
Answer:			

9. An exercise that can improve posture could be what?			
a) the plank	b) isometric rows	c) glute bridges	d) all of these
Answer:			

10. The function of the heart's valves is to what?			
a) improve blood flowing back through the heart	b) prevent the backward flow of blood	c) prevent blood flowing through the arteries	d) improve blood flow through the veins
Answer:			

11. What is a short term effect of exercise on blood pressure?			
a) increased blood pressure	b) decreased blood pressure	c) increases in cardiac output	d) decrease in stroke volume
Answer:			

12. An example of the effects that exercise has on the bones includes what?			
a) increase in ligament length	b) decrease in synovial fluid	c) decrease in bone density	d) increase in bone density
Answer:			

13. What is an example of non-weight bearing exercises?			
a) swimming	b) running	c) skipping	d) jumping
Answer:			

14. What does DOMS stand for?			
a) Delayed Onset Major Soreness	b) Delayed Onset Muscle Soreness	c) Delayed Onset Movement Stretching	d) Delayed Omittance Muscle Stretching
Answer:			

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Special Populations worksheet (Learner to complete)

Learner's Name	Date

Choose the letter that represents your answer and put it in the answer box below the question.

1. What are your boundaries when working with special populations in a normal exercise setting (assuming you do not hold specific qualifications for this group)?			
a) You should inform clients that they do not have the specialised qualification for special populations, and continue to work with them without making changes.	b) You should inform clients that they do not have the specialised qualification for special populations so only possess basic knowledge regarding recommended guidelines, and allow the client to make an informed decision.	c) You do not need to inform clients that they do not have the specialised qualification for special populations, and can continue to work with the client.	d) You should inform clients that they do not have the specialised qualification for special populations, and should refuse to work with them.
Answer:			

2. What is meant by an asymptomatic special population client?			
a) The client is showing no sign, symptoms or diagnoses of a condition or illness.	b) The client is showing signs and symptoms of a condition or illness.	c) The client has a diagnosed condition or illness.	d) The client is showing signs of a serious health condition .
Answer:			

3. What of the following is a true statement for a Group Exercise Instructor who does not hold full qualifications for working with specific population groups?			
a) The instructor is NOT qualified to work with this client on a one-off occasion.	b) The instructor is qualified to plan a progressive, long-term special populations physical activity programme.	c) The instructor is NOT qualified to plan a progressive, long-term special populations physical activity programme.	d) The instructor should never offer adaptations for special populations.
Answer:			

4. Answer TRUE or FALSE to the following statement.		
All group exercise instructor insurance policies will cover you to work with special populations.	a) TRUE	b) FALSE
Answer:		

5. Answer TRUE or FALSE to the following statement.

The group exercise instructor should give the client the choice to stay in the session and follow the basic recommended guidelines and/or seek further guidance from an appropriate special populations qualified Instructor if they are not trained in these specific areas.	a) TRUE	b) FALSE
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Answer:

Antenatal and postnatal women

6. The hormone Relaxin can impact exercise for a pregnant client because?

a) It loosens muscles, joints and tendons and can affect strength.	b) It tightens muscles, joints and ligaments and can improve stability in the joints.	c) It tightens muscles, joints and ligaments and can affect stability in the joints.	d) It loosens and relaxes muscles, joints and ligaments and can affect stability in the joints.
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Answer:

7. With regards to Supine Hypotensive Syndrome, what are the guidelines for pregnant women?

a) Avoid exercising in prone in the first trimester.	b) Avoid exercising in supine in the first trimester.	c) Avoid exercising in supine in the second trimester.	d) Avoid exercising in side lying in the second trimester.
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Answer:

8. What are the guidelines for returning to exercise postnatally for clients who had a non-complicated natural vaginal delivery?

a. Return 6 weeks postnatally as long as no excessive bleeding or complications.	b. Return 10 weeks postnatally as long as no excessive bleeding or complications.	c. Return 3 weeks postnatally as long as no excessive bleeding or complications.	d. Return 12 weeks postnatally as long as no excessive bleeding or complications.
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Answer:

9. What is Linea Alba separation?

a) A gap in the sacrum of more than two fingers.	b) A gap between the rectus abdominals of more than four fingers.	c) A gap between the rectus abdominals of more than two fingers.	d) A gap in the Transversus abdominis of more than two fingers.
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Answer:

10. Which exercise should be avoided in clients postnatally for the first 3 months?

a) Forward extension of the spine that encourages the abdomen to dome.	b) Forward flexion of the spine that encourages the abdomen to dome.	c) Lateral extension of the abdominals that encourages the abdomen to dome.	d) Hip adduction that encourages the abdomen to dome.
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Answer:

Older adults

11. Answer TRUE or FALSE to the following statement.

An older adult's fitness levels and outward appearance may not be true indicators of their fitness ability.	a) TRUE	b) FALSE
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Answer:

12. Answer TRUE or FALSE to the following statement.

An older adult will have a loss of balance and coordination unless they train them regularly.	a) TRUE	b) FALSE
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Answer:

13. Answer TRUE or FALSE to the following statement.

When working with an older adult client, you should decrease the amount of time spent warming up.	a) TRUE	b) FALSE
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Answer:

14. Answer TRUE or FALSE to the following statement.

When working with an older adult client you should only programme for CV training.	a) TRUE	b) FALSE
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Answer:

Disabled clients

15. Answer TRUE or FALSE to the following statement.

A barrier to a disabled client attending regular exercise and physical activity could be lack of suitable equipment in the facility.	a) TRUE	b) FALSE
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Answer:

16. Benefits of exercise to most disabled clients include which of the following?

a) Reduced risk of coronary heart disease.	b) Improved sense of well being.	c) Reduced risk of other complications such as diabetes.	d) All of these.
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Answer:

17. Answer TRUE or FALSE to the following statement.

Service providers must make 'reasonable adjustments' to their facilities and services so that they are accessible to disabled people.	a) TRUE	b) FALSE
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Answer:

Young people

18. Answer TRUE or FALSE to the following statement.		
Instructors must not work with children under the age of 14 unless they hold the relevant 'working with children' qualification.	a) TRUE	b) FALSE
Answer:		

19. Answer TRUE or FALSE to the following statement.		
It is advisable for 15 year old clients to regularly be performing 1 Rep Max.	a) TRUE	b) FALSE
Answer:		

20. Answer TRUE or FALSE to the following statement.		
Due to ongoing bone growth in a 14 year old client it is advisable to include heavy resistance in the programme.	a) TRUE	b) FALSE
Answer:		

21. Why might a group exercise environment not be suitable for young people?			
a) Only a range of heavy weights are available.	b) A young person may not be able to behave appropriately in the environment.	c) Equipment is made for adult size bodies.	d) All of these
Answer:			

22. Answer TRUE or FALSE to the following statement.		
When working with young people you must always use a specific PAR-Q.	a) TRUE	b) FALSE
Answer:		

23. What is meant by the term <i>in loco parentis</i> ?			
a) The parent must stay with the young person at all times when using the gym.	b) In the place of a parent, the group exercise instructor accepts the responsibility of ensuring the young person gets the most out of their workout.	c) In the place of a parent, the group exercise instructor accepts the legal responsibility to take on some of the functions and responsibilities of a parent.	d) In the place of a parent, the group exercise instructor accepts the responsibility of ensuring the young person gets home safely.
Answer:			

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Provide Motivation and Support worksheet (*Learner to complete*)

Learner's Name	Date

Choose the letter that represents your answer and put it in the answer box below the question.

1. What is the recommended amount of time that adults should spend doing moderate intensity physical activity per week?			
a) 150 minutes	b) 120 minutes	c) 90 minutes	d) 45 minutes
Answer:			

2. If a friend has brought new trainers with the intention of joining a gym next month, what stage are they in according to the Stage of Change Model?			
a) maintenance	b) action	c) preparation	d) pre-contemplation
Answer:			

3. The Social Cognitive Theory (SCT) considers the unique way in which individuals acquire and maintain behaviour. It also takes into account which of the following?			
a) a person's current fitness	b) a person's past experiences	c) a person's future experiences	d) a person's current state of mind
Answer:			

4. Buying new clothes once reaching a goal weight could be known as?			
a) an adherence	b) a goal	c) a purchase	d) an incentive
Answer:			

5. When working with a new client, which of the following body languages would generally tell you they are feeling anxious or nervous?			
a) looking down at the floor	b) making eye contact with you and smiling	c) arms across their chest	d) scratching their head
Answer:			

6. As a group exercise instructor, learning a client's name and some information about them will help form an effective what?			
a) class plan	b) personal relationship	c) programme card	d) working relationship
Answer:			

7. How is the best way to deal with a client's complaint?			
a) Be defensive but polite.	b) Be positive, sensitive and polite.	c) Ask them to write it down.	d) Promise them you can resolve it.
Answer:			

8. Which of the following is an example of Intrinsic motivation?			
a) We exercise to avoid failure.	b) We exercise because we enjoy it.	c) We exercise because we want to be the best.	d) We exercise because we are told to by someone else.
Answer:			

9. A barrier to exercising regularly that your client may have could be?			
a) Family commitments.	b) Not finding an exercise/physical activity they enjoy.	c) Facility is too far away.	d) All of these.
Answer:			

10. What is the best way to access information and keep up to date within the fitness industry?			
a) Watch things on social media.	b) Subscribe to registered organisations.	c) Ask other group exercise instructors.	d) Download an APP on your phone.
Answer:			

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Promote Health & Safety in a Fitness Environment worksheet (*Learner to complete*)

Learner's Name	Date

1. List ONE consideration for each of the following groups when dealing with an emergency.	
a. Children	
b. Older adults	
c. Disabled users	
2. Explain why it is important to follow emergency procedures calmly.	
3. List TWO checks you should make daily on the equipment in your environment.	
a.	
b.	
4. List TWO points from the code of conduct relevant to your practice.	
a.	
b.	

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Planning and Instructing Group Exercise worksheet (*Learner to complete*)

1. Describe how to break exercise/movements down to their component parts and give 2 examples from your plan. **(4 marks)**

2. Describe the principles of exercise planning and repertoires to enable the selection and sequencing of exercises appropriate for beginner, intermediate and advanced clients **(4 marks)**

3. Describe how to select suitable music for your clients and the relevant phases of the class, discuss speed, beat, tempo and type of music. **(4 marks)**

4. List the organisational, regulatory and legal requirements covering the use of music. **(3 marks)**

5. Describe how to prepare yourself, equipment and space for the group exercise class. **(2 marks)**

6. Describe the principles of the following methods involved in developing choreography for a group exercise session:

- add-ons
- pyramids
- holding patterns
- travelling
- organised action
- movement transitions **(6 marks)**

7. Describe how and where you cover the principles of training in your plan (include the effect of levers, gravity, speed and resistance on exercise). **(2 marks)**

8. Describe how and where you cover the components of fitness in your plan. **(2 marks)**

9. Describe why it is important to motivate your clients during the class. **(2 marks)**

10. Describe two strategies you can use to prevent injuries during your class. **(2 marks)**

11. Describe two strategies you can use to prevent injuries during your class. **(2 marks)**

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12. Describe the physical, psychological and social reasons clients may have for participating in group exercise. **(2 marks)**

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Assessor feedback

Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

MCQ Papers

Revision for Multiple Choice Question paper

The following knowledge is assessed in the MCQs, so please ensure your knowledge is up to date. The MCQ paper for RPL consists of the following modules – please read through all the study areas below in preparation. If you do not feel you are competent in these areas, please discuss it with your accredited training provider.

The structure and function of the circulatory system	
Location, function and structure of the heart	How blood moves through the four chambers of the heart
Systemic and pulmonary circulation	The structure and functions of blood vessels
Blood pressure	Blood pressure classifications
The structure and function of the respiratory system	
Location, function and structure of the lungs	Main muscles involved in breathing
Passage of air through the respiratory tract	Process of gaseous exchange of oxygen and carbon dioxide in the lungs
The structure and function of the skeleton	
Basic functions of the skeleton	Structures of the axial skeleton
Structures of the appendicular skeleton	Classification of bones
Structure of long bone	Stages of bone growth
Posture in terms of: 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
Joints in the skeleton	
Classification of joints	Structure of synovial joints,
Types of synovial joints and their range of motion	Joint movement potential and joint actions
The muscular system	
The three types of muscle tissue	The characteristics and functions of the three types of muscle tissue
The basic structure of skeletal muscle	Names and locations the skeletal muscles
Structure and function of the pelvic floor muscles	Different types of muscle action
Joint actions brought about by specific muscle group contractions	Skeletal muscle fibre types and their characteristics
Energy systems and their relation to exercise	
How carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate	The use of the three energy systems during aerobic and anaerobic exercise
The nervous system and its relation to exercise	
Role and functions of the nervous system	Principles of muscle contraction
'All or none law'/motor unit recruitment	How exercise can enhance neuromuscular connections and improve motor fitness

1. The acute physiological responses and physiological adaptations of the body's systems to exercise
2. The effects of commencing, sustaining and ceasing types of training are described in terms of physiological responses
3. How to use anatomy and physiology principles in the design of exercise programmes and in providing exercise advice and instruction
4. Apply relevant anatomical and physiological terminology in the provision of fitness advice
5. Use anatomical and physiological terminology and describe and demonstrate movements of the body to clients
6. Apply knowledge of the body's systems to fitness instruction
7. Apply an understanding of the structure and function of the musculoskeletal system when providing information about exercise to clients
8. Relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when planning exercise programmes and providing information to clients
9. Use knowledge of the structure of skeletal muscle and the process of muscle contraction to plan and develop exercise programmes
10. Analyse common exercises to identify to clients the joint action occurring, the muscle responsible and the type of contraction
11. Apply correct postural alignment for exercises
12. Relate the structure and function of the circulatory system and respiratory system to fitness activities
13. Apply knowledge of the structure and function of the cardiovascular system when providing information to clients
14. Apply knowledge of the structure and function of the nervous system to fitness activities and its role in the control of movement and exercise
15. Explain the effect of exercise intensity on the energy substrate to clients during exercise instruction
16. Apply the limiting factors of the body's energy systems to the setting of exercise intensities when instructing fitness activities
17. Apply knowledge of anatomy and physiology to analyse and identify client requirements and needs in relation to fitness instruction
18. Apply an understanding of the structure and function of the musculoskeletal system when providing information about exercise to clients

In order to pass the theory paper, learners must achieve a minimum score of 70% per module.

Once you have completed your revision, contact your accredited training provider to request an invigilated MCQ assessment. On completing the MCQ paper successfully, you will be able to attend the accredited training provider workshop to cover planning and instructing knowledge.

Class Plan

You are required to plan a 60 minute group exercise class, for a group of 6 or more healthy individuals over the age of 16.

You will need to include the following in your plan:

1. Planned objectives for the group exercise class
2. Determine the expected fitness outcomes and session type for the client group
3. Exercises that build and develop participants in the following areas of fitness:
 - cardio-vascular fitness
 - muscular fitness
 - flexibility
 - motorskills
4. Plan appropriate phases of the session and a varied range of exercises to meet the needs of the client group, phases should include:
 - warmup
 - pulse raiser
 - mobility
 - main CV workout using the aerobic curve
 - pulse raiser
 - main workout
 - build down
 - muscular strength and endurance
 - flexibility
5. Safe and effective exercises appropriate to the needs and levels of the following client groups:
 - beginner
 - intermediate
 - advanced
6. Suitable modifications including adaptations, progressions and regressions
7. Equipment to use in group exercise class and list its uses
8. Select and sequence music according to duration, concepts and phases and type of session
9. Music that is a suitable speed and type for the clients and section of the class
10. A class structure, which could include:
 - single peak
 - twin peak
 - interval
 - steady state
11. Plan realistic timings and original choreography for the class
12. Plan sequences of choreography to suit session type including one or more of the following methods:
 - add on
 - 32 count phrase
 - verse chorus
 - layering
13. Include exercises that will gradually build, to include: (tick build method used)
 - layering techniques
 - holding patterns

Exercise Choices

Group exercise – training specifications	
Warmup - pulse raiser	<ul style="list-style-type: none"> • Marching on the spot • Marching forwards and backwards • Marching box step • Step touch • Side tap • Back tap
- mobility	<ul style="list-style-type: none"> • Heel toe • Heel dig • Leg curls • Knee lifts • Elbow extension/flexion • Spine twist • Shoulder rolls
Main CV workout using the aerobic curve - pulse raiser - main workout - build down	<ul style="list-style-type: none"> • March - jog, arms over head, jog/ with a clap • Jog forwards and backwards • Step touch - double step touch/ with a hop • Grapevine, double grapevine turn • Side scoop forwards and backwards • Side steps • Box Step - box step with jump back • Box step squat jump • Box step to X step • Knee lift - step kick with a hop • Step knee with a hop • Add arm extensions, arms above head • High knee run • Leg curls - leg curls with a hop • Directional L step curls • Side tap - side lunge with a hop, half jack • Jumping jack, with directional changes • Scoops forwards and jacks back • Back tap - back lunge with hop • Heel dig- with a hop
Directional movements	<ul style="list-style-type: none"> • Forward and back • Side to side • Diagonal • Around the room
Muscular strength and endurance	<ul style="list-style-type: none"> • Press ups • Tricep dips • Lunges • Squats • Abdominal curls • Back extension • Oblique twists • Bicep curls with hand weights or bands
Flexibility	Range of stretches including maintenance and developmental

Class Plan Warm up *(Learner to complete)*

Learner's Name	Date	Client Group Description

Component – Pulse raiser, mobility	Duration of component	Music including BPM	Client group anticipated fitness level

Music breakdown	Exercise	Teaching points x 2	Modifications, regression & progressions

Class Plan Main Aerobic Curve (*Learner to complete*)

Learner's Name	Date	Client Group Description

Component pulse raiser, main workout, build down	Duration of component	Music including BPM	Client group anticipated fitness level

Class structure used	Choreography methods	Build methods
<ul style="list-style-type: none"> single peak, twin peak, interval, steady state 	<ul style="list-style-type: none"> add on, 32 count phrase, verse chorus, layering 	<ul style="list-style-type: none"> layering techniques, holding patterns

Music breakdown	Exercise	Teaching points x 2	Modifications, regression & progressions

Class Plan Main M.S.E *(Learner to complete)*

Learner's Name	Date	Client Group Description

Equipment needed	Duration of component	Music including BPM	Client group anticipated fitness level

Music breakdown	Exercise	Reps, sets, rest	Teaching points x 2	Modifications, regression & progressions

Class Plan Main Cool Down *(Learner to complete)*

Learner's Name	Date	Client Group Description

Equipment needed	Duration of component	Music including BPM	Client group anticipated fitness level

Music breakdown	Exercise (include muscle groups & diagram)	Reps, sets, rest	Teaching points x 2	Modifications, regression & progressions

Class Plan marking checklist (*Assessor to complete*)

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then v or R, depending on the outcome.

KEY: v = Pass R = Refer Q = Question C = Pass with comment

The Learner:	Outcome
1. Planned a range of exercises to help clients achieve their objectives and goals.	
2. Determined the expected fitness outcomes and session type for the client group.	
3. Included exercises that built and developed participants in the following areas of fitness: • cardio-vascular fitness • muscular fitness • flexibility • motorskills	
4. Planned appropriate phases of the session and a varied range of exercises to meet the needs of the client group, phases should include: warmup • pulse raiser • mobility main CV workout using the aerobic curve • pulse raiser • main workout, • build down muscular strength and endurance flexibility	
5. Safe and effective exercises appropriate to the needs and levels of the following client groups: • beginner • intermediate • advanced	
6. Suitable modifications including adaptations, progressions and regressions	
7. Included equipment used in the class and its uses	
8. Planned the sequence of music according to duration, concepts and phases and type of session	
9. Planned music that is a suitable speed and type for the clients and section of the class	
10. Planned a class structure, which could include one or more of the following methods: (please tick method used) •single peak, •twin peak, •interval, •steady state	
14. Included a minimum of 2 teaching points per exercise	
15. Planned realistic timings and original choreography for the class	
16. Planned sequences of choreography to suit session type including one or more of the following methods: (tick method used) • add on • 32 count phrase • verse chorus • layering	
17. Include exercises that will gradually build, to include: (tick method used) • layering techniques • holding patterns	

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Your training provider will let you know when to sit the practical assessment day to complete fitness testing and induction. Below are the forms your client (friend or peer) and you will need to complete.

Physical Activity Readiness Questionnaire (PAR-Q) (Client to complete at assessment)

(Instructor to complete with client)

Client's Name	Date

Taking part in physical activity/exercise is very safe for most people. However, some people should check with their doctor before they start an exercise session. Before taking part in physical activity and/or exercise, please answer the questions below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: please tick YES or NO

1. Has your doctor ever said that you have a heart condition <u>and</u> that you should only do physical activity/exercise recommended by a doctor?	Yes/No
2. Is there any history of heart disease in your family?	Yes/No
3. Do you feel pain in your chest when you do physical activity/exercise?	Yes/No
4. In the past month, have you had chest pain when you were not doing physical activity/exercise?	Yes/No
5. Do you lose your balance because of dizziness or do you ever lose consciousness?	Yes/No
6. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity? (if so, please give details)	Yes/No
7. Do you suffer from any of the following: asthma; diabetes; epilepsy; high blood pressure? (if so, please give details)	Yes/No
8. Do you have any other medical or physical condition (such as diabetes, cancer, osteoporosis)?	Yes/No
9. Do you have any current injuries or conditions, and if so, are they being treated by a doctor or other health professional such as a physiotherapist? (if so, please give details)	Yes/No
10. Do you know of <u>any other reason</u> why you should not do physical activity/ exercise?	Yes/No

If you answered YES to any of the questions above, please check with a member of staff before taking part in the physical activity or exercise session. It may be necessary for you to be referred to your doctor before taking part in the session.

If you answered NO to all questions, you can be reasonably sure that you can safely take part in the physical activity or exercise sessions, but please ensure that you begin slowly, warm up appropriately and progress slowly.

Assumption of Risk: I declare that I have read, understood, and answered honestly all the questions above. I am agreeing to participate in the exercise session (which may include aerobic, resistance, power and stretching exercises) and understand that there may be risks associated with physical activity.

I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction.

Client's Signature	Date

Informed Consent (*Client to complete at assessment*)

General statement

I understand that this physical fitness programme includes exercises to build the cardiorespiratory system (heart and lungs), the musculoskeletal system (muscles, joints and bones) and to improve body composition.

Exercise may include aerobic activities such as treadmill, running, walking, bike, rowing, group aerobic activities, weight training and exercises for mobility and flexibility.

I understand that it is my responsibility to inform the instructor of any health problems, injuries, pregnancy's or recent pregnancies or any other health conditions that is relevant to me exercising.

In the event that medical clearance must be obtained prior to my participation in the exercise programme, I agree to consult my physician and obtain written permission from my physician prior to the commencement of any exercise programme.

I understand that I am responsible for monitoring my own condition throughout any exercise programme. Should any unusual symptoms occur I will stop my participation and inform my instructor of the symptoms immediately. I also understand that I may discontinue the sessions at any time due to adverse symptoms and that I should inform my instructor accordingly.

In signing the consent form I affirm that I have read this form in its entirety and that I understand the nature of the practical exercise sessions. I also confirm that my questions regarding the exercise programme have been answered to my satisfaction.

Instructor's Name	
Client's Name	
Client's Signature	
Date	

Client Interview, Client Profile and Health Screening questionnaire
(Learner to complete)

Learner's Name	Date

Client details				
Client's Name	Gender	Height	Weight	Age

Any health risk factors? Ensure the client also completes the PAR-Q

Client Medical history	
Client's Medications	

Lifestyle Evaluation	
Occupation	
Time availability	
Lifestyle (smoke, drink, sleep)	

Current Fitness Profile	
Physical activity levels: LOW/MEDIUM/HIGH	
Exercise and training history	
Exercise contraindications	

Client's Exercise preference	
Likes	Dislikes

Client's barriers to exercise	
Establish the physical, psychological and social reasons for clients' participation in an exercise program, help clients to identify barriers to adherence and how to overcome them.	
Barriers to exercising and achieving goals	Strategies to overcome them

Summary of the client's attitude and motivation to exercise

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Motivational strategies

Help clients to develop and create their own motivational strategies to help them to adhere to an exercise programme. You will need to consider personal, environmental and cognitive factors and their potential effect on exercise adherence.

Motivational strategies	How can you use them to adhere to an exercise programme

Specific fitness goals

Create a short, medium and long term SMART goal that could be applied to a client in a fitness setting.

Short Term (4 weeks)	Medium Term (8-12 weeks)	Long term (6 months plus)

Other information

Informed consent completed	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Clearance letter from a health professional or physician if needed	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

List requirements for the security and confidentiality of client information

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Assessor feedback

Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Observation of Client Interview checklist (*Assessor to complete*)

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then v or R, depending on the outcome.

KEY: v = Pass R = Refer Q = Question C = Pass with comment

The Learner:	Outcome
1. Provided information in a manner that fosters a positive attitude.	
2. Collated all the relevant information from the participant using suitable communication techniques.	
3. Showed sensitivity to cultural and social differences.	
4. Provided correct information and advice on appropriate products and services to the customer.	
5. Identified how to provide on-going customer service to clients.	

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Group Exercise Observation marking checklist *(Assessor to complete)*

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

KEY: V = Pass R = Refer Q = Question C = Pass with comment

Preparing for session, the learner must:	Outcome
1. Arrive in time to set up sessions, meet the clients punctually and make them feel welcome and at ease	
2. Prepare self to instruct the session	
3. Access music according to organisational policies and procedures and legislation and regulatory requirements	
4. Ensure the music is of a suitable speed and type for the clients and section of the class	
5. Prepare safe and appropriate equipment for clients where relevant	
6. Organise sufficient space for safe exercise performance	
7. Check clients' level of experience and ability, identifying any new clients	
8. Check clients' physical condition, whether they have an illness or injury and advise individuals of any reasons why they should not participate in the exercises where appropriate	
9. Explain the purpose and value of the session, including warm-up and cool-down	
10. Describe the exercises, including physical and technical demands	
Preparing - Section Result	

During the main session, the learner must:	Warm up	Main CV	MSE	Cool Down
1. Give explanations and demonstrations that are technically correct				
2. Ensure throughout that exercises are executed with safe and effective alignment				
3. Change teaching positions during the session to improve observation, observe all clients and ask questions				
4. Use effective verbal and visual communication and employ mirroring as required				
5. Use effective methods of combining movements				
6. Use suitable methods of monitoring intensity, adapting exercise to ensure appropriate progression and regression				
7. Use appropriate teaching methods to correct technical errors, reinforce technique and improve performance				
8. Use suitable instructional and motivational techniques				
9. Give attention and encouragement to all clients to positively influence performance				
10. Use volume, pitch and voice projection relative to the music or environment, with or without a microphone				
11. Consider the safety factors during a session and identify any new risks				
12. Use skills to ensure suitable group behaviour throughout the class				
13. Vary the pace and speed of exercise to ensure safety and effectiveness				
14. Monitor exercise effectively and ensure clients exercise safely				
15. Keep to the planned timings for the session				
16. Work to the beat and phrase of the music where relevant				
17. Provide feedback and instructing points which are timely, clear and motivational				
18. Deliver the selection of exercises using appropriate instructional methodologies, sequencing and progression				
19. Provide effective cueing				
20. Ensure clients work to the structure and phrase of the music				
21. Used techniques to gradually build exercise, to include: • layering techniques • holding patterns				
22. Monitor exercise intensity and adjust as required.				
Main Session – Section Result				

Bring exercise sessions to an end, the learner must:	Cool down	Cool down stretches
1. Explain the purpose and value of the cool down		
3. Allow sufficient time to end the session		
4. End the session using cool down activities which are safe and effective for the clients		
5. Give the clients an accurate summary of feedback on the session		
6. Encourage clients to think about the session, ask questions, provide feedback, and identify their further needs		
7. Make sure the clients have information about future sessions		
8. Follow the correct procedures for checking and dealing with any equipment used		
9. Leave the environment in a condition acceptable for future use		
Ending Session – Section Result		

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Note to assessor: if the learner has failed the pre-session or closing session they can just retake just this section. If they fail the main session, and the x's are in one column they can retake just this exercise/component, however if the x's are across more than one column they have to retake the whole main session

Reflective Statement (*Learner to complete after practical assessment*)

Learner's Name	Date

After completion of the instructing your client, you will need to complete a reflective statement based on the session.

<p>1. Feedback given from the client:</p>
<p>2. Identify how well you managed the participants' exercise with regard to their needs including their health, safety and welfare needs.</p>
<p>3. What key lessons have you learnt from this session that you can use in the future to improve your planning and instructing?</p>
<p>4. How can reflection and feedback from participants and others can improve your future practice.</p>
<p>5. List 3 actions you plan to take to improve your future practice, also consider your endorsed Continuing Professional Development (CPD).</p>
<p>6. Review outcomes of working with the client including their above feedback:</p>

7. Identify how to improve personal practice, consider the following:

- Did the session meet the client’s goals?
- How effective were your motivational strategies in improving the client’s performance?
- How did your instructing style meet the needs of the client (i.e. broke moves down into segments, compassionate instructing, boot camp style instructing etc.)

Assessor feedback	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner’s Name		Signature		Date	
Assessor’s Name		Signature		Date	
IQA’s name		Signature		Date	

Assessment Result

Your accredited training provider will now inform you of your result e.g. pass, refer or fail.

Should you need to re-sit the assessment/s or attend any additional learning to complete your full qualification, additional charges may apply and may vary between different accredited training providers.

If you wish to appeal the result of your assessment, please follow the training provider's own appeals procedure. If you have a complaint about your provider, please following their own complaints procedure.

If you are not satisfied with the outcome of either your appeal or complaint, please [contact us](#).