



Higher National Unit specification

General information

Unit title: Plan, Teach and Evaluate Gym Based Exercise Sessions

Unit code: H4TK 34

Superclass: MD

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Unit purpose

The Unit is intended to encompass the major elements of gym based exercise instruction. The Unit will help the learner apply their knowledge of resistance, cardiovascular, body weight and other gym based modalities resulting in the practical delivery of a client specific session. Knowledge of adaptations to exercise will allow learners to approach this primary professional function competently and confidently.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Plan gym based exercise sessions for a specified client group.
- 2 Teach gym based exercise sessions for a specified client group.
- 3 Evaluate session/s and personal teaching performance.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

This Unit has been designed as a core Unit in the Group Award HNC/HND Fitness, Health and Exercise. It is anticipated that learners will therefore have studied related material either at this or lower SCQF levels prior to undertaking this Unit. Ultimately at the discretion of the delivering centre.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>)

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Plan gym based exercise sessions for a specified client group.

Knowledge and/or Skills

- ◆ Relevant information gathering
- ◆ Gym based exercise session objective setting
- ◆ Gym based exercise session planning
- ◆ Gym based exercise session risk assessment

Outcome 2

Teach gym based exercise sessions for a specified client group.

Knowledge and/or Skills

- ◆ Teaching and communication skills
- ◆ Preparation of participants
- ◆ Participant management and motivation skills
- ◆ Adaptations/progressions for selected exercises
- ◆ Analysis of participants' performance
- ◆ Identification and correction of participant's performance errors
- ◆ Spotting techniques

Outcome 3

Evaluate session/s and personal teaching performance.

Knowledge and/or Skills

- ◆ Evaluation techniques
- ◆ Observation and Feedback
- ◆ Identification of improvements for future sessions.
- ◆ The importance of Continual Professional Development(CPD)

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

Learners are required to complete a risk assessment on the facility and activity session/s and write a session plan that reflects the needs and objectives of the clients/participants.

For the risk assessment learners must provide evidence that demonstrates their Knowledge and Skills by showing they can:

- ◆ Assess the risks to the client(s)/participant(s) from the activity, equipment and activity environment prior to the session.
- ◆ Analyse the risks and identify control actions to decrease the risk to the client(s)/participant(s).
- ◆ Identify the emergency procedures of the facility where the session will take place.
- ◆ Collect updates information about clients/participants to ensure safe exercise performance.

The session plan/s learners should provide evidence that demonstrates their Knowledge and Skills by showing that they can:

- ◆ Analyse information collected from a Physical Activity Readiness Questionnaire (PARQ), identify client goals, and utilise information gained to help plan a session or sessions which meet the aims and objectives of the client(s)/participant(s).
- ◆ Identify potential reasons for temporary deferral of exercise.
- ◆ Develop a session which will enable the client(s)/participant(s) to improve their skills and techniques to ensure safe, accurate and effective exercise performance.
- ◆ Devise a plan for a session which will:
 - last between 45–60 minutes
 - include cardiovascular, resistance and flexibility training
 - include warm up and cool down components
 - enable functional training
- ◆ Select a variety of exercises and movement patterns to ensure a balanced programme.
- ◆ Prescribe warm up/cardiovascular programme/cool down using a minimum of five of the following types of Cardiovascular equipment: Upright cycle; Recumbent cycle; Treadmill; Stepper; Rowing machine; Cross trainer, Elliptical trainer.
- ◆ Prescribe resistance training exercises utilising a combination of free and fixed weight equipment for a minimum of nine of the following joint actions for each of fixed and free weights:
 - Shoulder — flexion, extension, abduction, adduction
 - Elbow — flexion, extension:
 - Shoulder girdle: elevation, depression:
 - Spine — flexion, extension:
 - Hip — flexion, extension, adduction, abduction:
 - Knee — flexion, extension
- ◆ Detail the correct set up of machines/equipment, sets, repetitions, teaching points, adaptations and progressions for each exercise.

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit (cont)

Outcome 2

Learners are required to teach a planned induction session of at least thirty minutes to an inexperienced client/participant, covering all components of the planned session. The session should provide evidence that demonstrates their Knowledge and Skills by showing they can:

- ◆ Explain the demands and an outline of the session to the client/participant.
- ◆ Prepare the participant using safe and effective warm up techniques.
- ◆ session taught must include at least five cardiovascular, and a total of nine fixed and free weight resistance exercises including at least four fixed weight, and four free weight exercises demonstrate the exercises in a technically correct manner with safe and effective body alignment build up exercises gradually. The exercises taught must include a deadlift using an Olympic bar.
- ◆ Explain the exercises in a manner appropriate to the client/participant needs and level of understanding.
- ◆ Use volume and pitch of voice effectively.
- ◆ Provide teaching points and feedback to client/participant to ensure good technique.
- ◆ Offer advice to correct technique in a positive and constructive manner.
- ◆ Select appropriate adaptations or progressions for client/participant.
- ◆ Ensure client/participant can cope with the intensity of the exercise and adapt where necessary offer advice in response to client/participant changing needs.
- ◆ Use a spotter for appropriate exercises including squats and bench work.
- ◆ Conclude the session using safe and effective cool down techniques.

For acceptable exercises see list in content and context statement.

Outcome 3

Learners must:

- ◆ Evaluate their own performance, taking into account client/participant feedback.
- ◆ Provide evidence covering content, structure and effectiveness of the session.
- ◆ Identify areas of their performance or session that may require to be adapted or improved for future sessions.
- ◆ Identify ways that this may be achieved.
- ◆ Demonstrate understanding of the importance of CPD.



Higher National Unit Support Notes

Unit title: Plan, Teach and Evaluate Gym Based Exercise Sessions

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is intended to be a step towards achieving the level of competence of a gym instructor who is able to plan, design and teach exercise programmes to a variety of clients/participants and fitness levels. Some of the Evidence Requirements necessary for success in this Unit may be mapped directly to SVQ standards (**though it should be noted that SVQ awards may not be mapped to this Unit as they are levelled differently on the SCQF/QCF framework**) — these are highlighted on the assessment exemplar documents.

Outcome 1 — It is suggested that this Outcome is related to the planning of an introductory/induction session for an inexperienced participant. The assessment for this Outcome will be in two parts: learners are required to:

- ◆ Complete a risk assessment on the facility and activity session.
- ◆ Write a session plan that reflects the needs and objectives of the participants.

For the risk assessment learners must demonstrate that they have the required knowledge and skills to assess risks to participants from the activity, equipment and facility and provide methods to decrease the risks. The session plan should detail content for a 45–60 minute introductory/induction session using cardiovascular and resistance training equipment. Learners should utilise the information obtained from screening and/or lifestyle questionnaires (it may be appropriate to use material developed in the Screening Unit) to establish aims, objectives and health status of participants.

Outcome 2 requires the learner to teach their planned session. Learners should teach for no less than 30 minutes of their planned session demonstrating a selection of cardiovascular, free and fixed weight exercises. This should include a minimum of five cardiovascular, and a total of nine fixed and free weight resistance exercises including at least four fixed weight, and four free weight exercises. Learners will be assessed on their client rapport, session management, teaching skills, and observation/feedback skills. Wherever possible learners should teach classes of 'real' clients as opposed to their peers.

The following exercises are suitable for teaching purposes: (List taken from NOS — other exercises may be used at the discretion of the assessor, though the joint actions listed above should be borne in mind).

Higher National Unit Support Notes (cont)

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Fixed weight: Seated chest press (neutral grip), Low pulley row (neutral grip), Shoulder press, Lat pulldown, Bench press, Seated chest press (Overhand grip), Pec dec, Seated Row (Overhand grip), Tricep pushdown (high pulley), Tricep press, Bicep curl (low pulley), Seated bicep curl, Abdominal curl, Leg press, Total hip, Seated adductor, Seated abductor, Seated knee extension, Leg press, Lying thigh curl, Seated thigh curl.

Free Weight: Dumbell front raise, Single arm row, Dumbell bent arm pullover, Behind neck press (Olympic bar), Shoulder press (Dumbell), Lateral raise (Dumbell), Olympic bar upright row, Chin ups, Olympic Bar Bench press, Chest press (Dumbell), Dumbell flyes, Dumbell prone flye, Supine tricep press (Bar), Single arm tricep press (Dumbell), Bar Curl, Seated Dumbell curls, Abdominal curl, Back squat (Olympic Bar), Dead Lift (Olympic Bar), Clean (Olympic Bar), Snatch (Olympic Bar).

Cardiovascular: Upright cycle, Recumbent cycle, Treadmill, Stepper, Rowing machine, Elliptical trainer, Cross trainer.

Outcome 3 — Following their taught session the learner should gain feedback from their client/participant. This may be done by completing an evaluation questionnaire. The evaluation process should highlight both positive and negative aspects of their teaching and the content/structure of the session. Once this questionnaire is completed learners should identify areas of their performance or session that may require to be adapted or improved for future sessions.

Learners should identify ways that that this may be achieved.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

There may be opportunities to cross assess some aspects of this Unit with Outcomes 4 and 5 of *Exercise Principles and Programming*, and Outcomes 1 and 2 of *Health Screening*.

Outcome 1

Learners should present a written session plan and risk assessment completed for the client(s)/participant(s) and facility. Tutors may wish to use a checklist to ensure that the criteria have been achieved. Assessment exemplars of Session plans, risk assessment forms and checklists are available.

Higher National Unit Support Notes (cont)

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Outcome 2

In order to successfully achieve this Outcome, learners should conduct a session based on the plans devised in Outcome 1. The 45 minute guideline is an absolute minimum — in order to deliver this session effectively a learner would in all likelihood need between 45 and 60 minutes. This is a practically based Outcome and should be assessed by means of an observation checklist as the learner conducts a session with a client/participant. Should there be any ambiguity regarding aspects of the learner's performance oral questioning may be used. The tutor should note questions and responses.

Outcome 3

This assessment requires a combination of approaches to provide written, oral, and performance evidence. In order to successfully achieve this Outcome the learner must complete an evaluation following their practical session once they have gained feedback from their client/participant. Once this is completed learners should identify areas of their performance and/or the session that may require to be adapted or improved for future sessions. Learners should identify ways that this may be achieved.

Should there be any ambiguity regarding aspects of the learner's performance oral questioning may be used. The tutor should note questions and responses.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

All elements of the Core Skill of *Problem Solving*, that is, Planning and Organising, Critical Thinking, and Reviewing and Evaluating, could be developed and enhanced in the Unit as learners plan, undertake and evaluate the complex practical tasks required to provide evidence of competence.

Detailed preparation for teaching sessions including induction and warm up is critical to achievement as all factors are considered in relation to the health benefits and risks for a specified client or group. Identifying all available resources, including appropriate checking of machines and planning their efficient use in order to maximise impact and overcome perceived potential difficulties will further involve a high level of critical thinking.

Higher National Unit Support Notes (cont)

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Justifying and adopting effective strategies which reflect and apply current theory will be an integral aspect of each session. Producing and delivering a balanced, safe programme should allow on-going opportunities for review and potential adjustment. Learners have to complete a personal evaluation, and some may benefit from additional support materials or personal interviews with the assessor in order to reinforce analytical approaches to overall achievement and future activities and further development.

There are many opportunities in which different ways to enhance skills in managing co-operative working with others can be explored. Elements of negotiation are intrinsic to all stages of planning and delivering sessions. Learners could be expected to offer encouragement to clients by demonstrating, explaining and adapting their behaviour to maximise the achievements of an individual or group. Centre designed self assessment skills checklists might support practice in developing a range of approaches to instruction and negotiation with different clients or client groups. In the delivery of teaching sessions learners will be required to demonstrate an empathic understanding of the physical and emotional needs of others in order to progress communication while identifying and correcting errors. A significant level of verbal and non verbal communication skills will be needed in order to present complex information in a style and format most conducive to learning.

Learners should be aware of how to:

- ◆ Collate, organise and structure information effectively.
- ◆ Adapt language, register and style to learners.
- ◆ Emphasise and signpost key points.
- ◆ Select and produce appropriate support materials if appropriate use effective verbal non-verbal communication techniques.
- ◆ Use pace and voice projection for impact to assure compliance and safety.
- ◆ Respond to in depth questions confidently.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Plan, Teach and Evaluate Gym Based Exercise Sessions

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

On completion of this Unit you should be able to Plan, Teach and Evaluate Gym Based Exercise Sessions for clients/participants, and be able to offer advice on progression of the programme.

The Unit is designed to prepare you for employment as a gym instructor by mapping some of the criteria against that of the SVQ Instructing Exercise and Fitness at level 2. A large amount of self-study and technique practice is essential to successfully complete this Unit.

You will be required to plan and teach a session consisting of cardiovascular and resistance training exercises for a clients/participant. Your session must be planned and taught using the recommended number of cardiovascular and resistance training exercises. Whilst teaching the session you must demonstrate a rapport with your participant; good teaching skills such as demonstrating good technique, explaining the teaching points of the exercise in a way that the participant can understand, and offering feedback in a positive and effective manner.

You will be required to ensure that:

- ◆ Your plan and risk assessment covers the outlined criteria.
- ◆ Your teaching performance is of the necessary standard to allow assessment to take place. Your teaching performance will be observed by your tutor.
- ◆ Written evidence in the form of a session plan, screening questionnaire, risk assessment and evaluation questionnaire is supplied on the due dates.