

Plan and prepare group exercise

Overview

This standard is about the planning and preparation of a group exercise programme for apparently healthy adults.

The main outcomes of this standard are:

1. collect and analyse information
2. plan safe and effective group exercise
3. prepare self and equipment for group exercise

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for instructors who plan, instruct and review group exercise programmes of all types.

Performance criteria

You must be able to: **Collect and analyse information**

1. collect the **information** you need to plan group exercise **sessions** and **formats**
2. analyse the **information** and identify the implications for group exercise **sessions** and **formats**
3. signpost any **participants** whose needs and potential you cannot meet to **other professionals**
4. maintain confidentiality, following **legal and organisational procedures**

Plan safe and effective group exercise

5. identify **objectives** that meet the needs and potential of **participants**
6. plan **sessions** and **formats** that will help all **participants** take part and achieve planned outcomes
7. identify **hazards** and assess the risk these **hazards** present
8. plan how you will minimise these risks
9. plan realistic timings for the **session** and **formats**
10. record your plans in accordance with **legal and organisational procedures**
11. get advice from **other professionals** for matters outside your area of competence

Prepare self and equipment for group exercise

12. identify and select safe and correct **equipment** for the **session** and **formats**
13. lift and handle the **equipment** in a way that prevents injury and damage
14. organise the space to enable safe exercise performance
15. follow **legal and organisational procedures** for checking **equipment** and dealing with any items that are unsafe
16. refer any health, safety or welfare issues in accordance with **legal and organisational procedures**

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Knowledge and understanding

You need to know and understand:

Collect and analyse information

1. the **information** required to plan group exercise sessions and formats
2. **information** analysis techniques
3. when and where to refer any participants whose needs and potential you cannot meet to **other professionals**
4. **legal and organisational procedures** relating to confidentiality

Plan safe and effective group exercise

5. objectives setting techniques
6. the factors involved in session planning
7. ways of identifying any hazards and assessing the health and environmental factors which could influence safety
8. ways of minimising risks
9. methods of planning realistic timings for the session and format
10. how to record plans in accordance with **legal and organisational procedures**
11. when and how to access advice from other professionals when dealing with objectives, exercises or hazards that are outside your level of competency

Prepare self and equipment for group exercise

12. ways of identifying and selecting safe and correct equipment for the sessions and formats
13. techniques of lifting and handling equipment in a way that prevents injury and damage
14. ways of organising the **environment** to enable safe exercise performance
15. the preparation required to lead a session and format
16. the correct procedures for checking equipment and dealing with any items that are unsafe
17. when and how to refer any health, safety or welfare issues in accordance

SKAEF5 - SQA Unit Code HG7X 04

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with **legal and organisational procedures**

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Scope/range related Information to performance criteria

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
9. psychological readiness

Sessions, to develop

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills

Formats (to cover a minimum of 2)

1. circuits
2. exercise to music
3. dance
4. choreography
5. non-choreographed activity

Participants

1. individual
2. groups
3. with specific fitness needs
4. with general health needs

Other professionals (to cover a minimum of 2)

1. physiotherapists and medics
2. psychologists
3. physiologists
4. biomechanists
5. lifestyle support specialists
6. participants' social support network
7. physician
8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician

Legal and organisational procedures (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

Objectives, covering

1. improve fitness
2. improve motivation
3. address barriers to participation
4. improve skills and techniques
5. improve health
6. fun and enjoyment

Hazards

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1. the participants
2. the activities you are planning
3. other activities happening at the same time

Equipment, to develop

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills

Scope/range related to knowledge and understanding

1. personal goal
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
7. current fitness level
8. stage of readiness
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Legal and organisational procedures

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Environment

1. space
2. layout
3. temperature
4. flooring
5. lighting
6. ventilation
7. use of music
8. equipment for the session
9. personal clothing and equipment

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Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

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14. show sensitivity and empathy to the participants and the information they provide

Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

Glossary

Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or strategies for problem solving. Physical activity sessions are composed of one or more activities.

Goals

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Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

Hazard

This is something that is dangerous or that could cause harm.

Occupational descriptors

A description and break down of an occupational/job role

Participants

People, as individuals, or in groups, who will be taking part in a physical activity session.

Plan

A physical activity session plan is a description of a particular session; included in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

Review

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

Supervisor

The person who directly manages your work i.e. line manager or fitness centre manager.

Welfare

Supporting the participants' well-being including basic lifestyle, nutrition and drug awareness.

Links to other NOS This standard links with SKAEF1, SKAEF2 and SKAEF6.

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Developed by SkillsActive

Version Number 2

Date Approved December 2014

Indicative Review Date April 2018

Validity Current

Status Original

Originating Organisation SkillsActive

Original URN SKAD453

Relevant Occupations Associate Professionals and Technical Occupations; Leisure, travel and tourism; Sport, leisure and recreation; Sports and Fitness Occupations

Suite Exercise and fitness

Keywords plan; prepare; group; exercise
