

Instruct group exercise

Overview

This standard is about instructing group exercise for apparently healthy adults.

The main outcomes of this standard are:

1. prepare participants for group exercise
2. instruct group exercise to participants
3. help participants improve their performance
4. close and reflect upon a group exercise session
5. improve your own professional practice and career opportunities

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:

Prepare participants for group exercise

1. ensure the **environment** and equipment are prepared for the agreed programme
2. carry out a verbal screening process and collect any new **information** relating to the **participants'** readiness for **exercise**
3. confirm or revise the agreed programme based on any new **information** received from the **participants**
4. discuss the programme you have agreed with the **participants** and describe the physical and technical demands to them
5. advise **participants** of the facility's emergency procedures

Instruct group exercise to participants

6. use warm up and cool down activities that meet **legal and organisational procedures**
7. give explanations and demonstrations to the **participants**
8. check the **participants'** understanding of instructions and give them the opportunity to ask questions
9. provide effective cueing
10. use methods of voice projection to instruct the group
11. adhere to the planned timings for the **exercises**
12. follow **legal and organisational procedures** during the **exercises**

Help participants improve their performance

13. use **instructing and teaching methods** to ensure that **participants** can be fully engaged in the programme
14. observe **participants'** performance throughout the programme
15. respond to **participants'** performance and provide progressions and regressions in response to their needs
16. use **instructing and teaching methods** to correct and reinforce technique
17. provide instructing points and feedback to assist **participants** achieve their objectives

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18. give guidance to **participants** to allow gradual build up of exercises
19. adapt the activities to respond to the changing needs of the **participants**, equipment and **environment** during the programme

Close and reflect upon a group exercise session

20. allow sufficient time to end the session according to the **participants'** level of experience
21. end the session using cool down activities that meet the needs of the **participants**
22. give the **participants** the opportunity to provide feedback and identify their further needs
23. identify, from the feedback provided, how well your instructing style matched **participants'** needs
24. identify, from the feedback provided, ways in which you can improve future practice
25. give the **participants** a summary of your feedback on the session
26. ensure that the **participants** have information about future sessions
27. follow the **legal and organisational procedures** for checking and dealing with any equipment used
28. leave the **environment** in a condition acceptable for future use by yourself or others
29. identify how well you managed the **participants' exercise** with regard to their health, safety and welfare
30. pass on suggestions for improving health and safety to the relevant person

Improve your own professional practice and career opportunities

31. discuss your ideas with **other professionals** and take into account their views
32. receive and accept feedback from **other professionals**
33. evaluate how well you worked and interacted with **other professionals**
34. review your own professional practice according to **legal and organisational procedures**
35. develop a **personal action plan** that will help you improve your professional practice

36. maintain **Continuing Professional Development** in group-based **exercise**

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Knowledge and understanding

You need to know and understand:

Prepare participants for group exercise

1. the equipment required for the agreed session and how to prepare the **environment**
2. why you should meet the participants punctually and help them feel welcome
3. **methods** of screening and collecting any new **information** relating to the participants' readiness for exercise
4. when to confirm or revise the agreed programme based on any new **information** received
5. ways of explaining the physical and technical demands of the agreed session to the participants
6. the facility's emergency procedures

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7. the purpose and value of the warm up and cool down activities
8. ways of providing explanations and demonstrations with safe and effective alignment of exercise positions, in relation to the participants' needs and level of experience
9. why you should provide participants with the opportunity to ask questions
10. different types of **instructing and teaching methods** and how they can be used to meet different participants' needs
11. techniques which provide effective cueing
12. ways of using volume and pitch of the voice effectively
13. ways of planning the timing of a session
14. **legal and organisational procedures** for the delivery of group exercise

Help participants improve their performance

15. ways of ensuring equal attention and encouragement to all participants
16. observation techniques that will assist with monitoring the safety and effectiveness of the group exercise session

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17. when to review participants' ability to perform the exercises and how to provide progressions and regressions accordingly
18. when to provide instructing points and feedback which help participants achieve their objectives
19. ways of building up exercises gradually
20. when to adapt the activities in response to the changing needs of the participants, equipment and **environment** during the session

Close and reflect upon a group exercise session

21. the purpose of allowing sufficient time to end the session according to the participants' level of experience
22. the **methods** of gathering feedback from participants and others
23. safe and effective cool down activities
24. ways of providing participants an accurate summary of your feedback on the session
25. techniques to engage the participants to **review the session**
26. how reflection and feedback from participants and others can improve future practice
27. how to ensure **motivational strategies** are effective with the participants and how these can be used to inform future group-based exercise
28. why the participants should have information about future sessions
29. the procedures for checking and dealing with any equipment used
30. ways of leaving the **environment** in a condition acceptable for future use by yourself or others
31. how to recognise and control health, safety and welfare issues when managing participants' group-based exercise
32. why you would pass on suggestions for improving health and safety to a competent person or agency

Improve your own professional practice and career opportunities

33. when to discuss your work with others and take account of their views, reflecting on your own professional practice
34. how to analyse how well you work and interact with others
35. why you should review your professional practice on a regular basis

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36. how to identify methods and sources to keep you up-to-date with developments in group-based exercise
37. how to develop a **personal action plan**
38. how to locate and identify endorsed **Continuing Professional Development** activities and incorporate these in your personal action plan

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Scope/range related to performance criteria **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

Information

1. personal goals
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

Participants

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

Exercises, to develop

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1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills
5. circuit formats

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

Instructing and teaching methods

1. changing teaching positions
2. asking questions
3. making adaptations and progressions
4. verbal and visual communications
5. mirroring
6. strategies for group management
7. motivational strategies

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

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8. supervisor
9. specialist health/exercise professional
10. nutritionist/dietician

Personal Action Plan

1. written
2. verbal

Continuing Professional Development

1. workshops
2. reading
3. conferences
4. lectures
5. online

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Scope/range related to knowledge and understanding **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

Methods

1. interview
2. questionnaire
3. verbal screening
4. observation

Information

1. personal goals
2. lifestyle
3. medical history
4. physical activity history
5. physical activity preferences
6. attitude and motivation to participate
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Instructing and teaching methods

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Legal and organisational procedures

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Review the session

1. think about the session
2. ask questions
3. provide feedback
4. identify their further needs

Motivational strategies

1. intrinsic
2. extrinsic
3. goal setting
4. incentives/rewards
5. behaviour change

Personal Action Plan

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1. written
2. verbal

Continuing Professional Development

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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.

Code of Practice

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Refer to REPs Code of Ethical Conduct.

Competent person

This could be a more competent instructor, line manager or another professional.

Cool down

Safe activities that allow participants to mentally and physically recover from activities undertaken in a physical activity session.

Feedback

The process of giving and receiving views on performance. This might include you giving participants feedback on their performance or contribution to a physical activity session; or a more experienced instructor giving an opinion on your performance in the delivery of a particular physical activity session.

Goals

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.

Instructing style

The way in which you engage with participants during a physical activity session; this may include the use of a variety of styles. For example: directing participants in what to do and in supporting them.

Participants

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

session.

Personal action plan

A record of the areas that you want to improve in your physical activity sessions. The personal goals you want to achieve, how you are going to do this and by when.

Review

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

Warm up

Safe activities that allow participants to mentally and physically prepare for a physical activity session.

Welfare

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

Links to other NOS This standard links with SKAEF1, SKAEF2 and SKAEF5.

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