

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



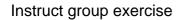
- 18. give guidance to **participants** to allow gradual build up of exercises
- 19. adapt the activities to respond to the changing needs of the **participants**, equipment and **environment** during the programme

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



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

Instruct group exercise to participants

- 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



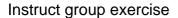
- 17. when to review participants' ability to perform the exercises and how to provide progressions and regressions accordingly
- 18. when to provide instructing points and feedback which help participants achieve their objectives
- 19. ways of building up exercises gradually
- 20. when to adapt the 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 vourself 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





- 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



Scope/range related Environment to performance criteria

- 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

Instruct group exercise



- 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



Instruct group exercise

- 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



Scope/range related Environment to knowledge and understanding

- 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

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- 2. lifestyle
- 3. medical history
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- 5. physical activity preferences
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Instructing and teaching methods

Instruct group exercise



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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

Instruct group exercise



- 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



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



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.



Instruct group exercise

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