
Overview

This standard is about instructing group exercise, for exercise, movement and dance for apparently healthy adults.

The main outcomes of this standard are:

1. prepare participants for group exercise, for exercise, movement and dance
2. instruct participants in group exercise, for exercise, movement and dance
3. help participants improve their performance
4. close and reflect upon a group exercise, for exercise, movement and dance sessions
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.

Instruct group exercise, for exercise, movement and dance

Performance criteria

You must be able to:

Prepare participants for group exercise, for exercise, movement and dance

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

Instruct participants in group exercise, for exercise, movement and dance

7. use warm up and cool down activities that meet **legal and organisational procedures**
8. give explanations and demonstrations to the **participants**
9. explain the **dance style**, history, culture and origins to the **participants**
10. explain the philosophy of the **dance style** to the **participants**
11. explain to the **participants** how the **type of music** relates to the session
12. give **participants** the opportunity to ask questions
13. provide effective cueing
14. use methods of **voice projection** to instruct the group
15. adhere to the planned timings for the session
16. follow **legal and organisational procedures** and the code of practice

Help participants improve their performance

17. use **instructing and teaching methods** to ensure that **participants** can be fully engaged in the session
18. observe **participants'** performance throughout the session

19. respond to **participants'** performance and provide progressions and regressions in response to their needs
20. use **instructing and teaching methods** to correct and reinforce technique
21. provide instructing points and feedback to assist **participants** to achieve their objectives
22. give guidance to **participants** to allow gradual build up of exercise
23. enable **participants** to express themselves through dance
24. explain the styles of foundation moves to the **participants**
25. adapt the activities to respond to the changing needs of the **participants**, equipment and **environment** during the session

Close and reflect upon a group exercise, for exercise, movement and dance session

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

Improve your own professional practice and career opportunities

Instruct group exercise, for exercise, movement and dance

35. discuss your ideas with **other professionals** and take into account their views
36. receive and accept feedback from **other professionals**
37. evaluate how well you worked and interacted with **other professionals**
38. review your own professional practice according to **legal and organisational procedures**
39. develop a **personal action plan** that will help you improve your professional practice
40. maintain **Continuing Professional Development** in group-based **exercise**

Instruct group exercise, for exercise, movement and dance

Knowledge and understanding

You need to know and understand:

Prepare participants for group exercise, for exercise, movement and dance

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, movement and dance
4. when to confirm or revise the agreed session based on any new **information** received
5. ways of explaining the physical and technical demands of the session to the participants
6. the facility's emergency procedures

Instruct participants in group exercise, for exercise, movement and dance

7. the purpose and value of the warm up and cool down activities
8. ways of providing explanations and demonstrations that are technically correct with safe and effective alignment of exercise, movement and dance positions in relation to participants' needs and level of experience
9. the history, culture and origins of exercise, movement and dance
10. the philosophy of the **dance style**
11. how the **type of music** relates to the session
12. why you should provide the participants with the opportunity to ask questions
13. different types of **instructing and teaching methods** and how they can be used to meet different participants' needs
14. techniques which provide effective cueing
15. ways of using volume and pitch of the voice effectively
16. ways of planning the timings of a session
17. **legal and organisational procedures** and codes of practice

Help participants improve their performance

18. ways of ensuring equal attention and encouragement to all participants
19. observation techniques that will assist with the monitoring of safety and effectiveness of the group exercises, movement and dance session
20. when to review participants' ability to perform the exercise, movement and dance session, providing progressions and regressions accordingly
21. when to provide instructing points and feedback to help participants achieve their objectives
22. ways of building up exercises gradually
23. techniques of enabling the participants to express themselves through dance
24. the styles of foundation moves
25. 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, for exercise, movement and dance session

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

Improve your own professional practice and career opportunities

- 37. when to discuss your work with others and take account of their views, reflecting on your own professional practice
- 38. how to analyse how well you work and interact with others
- 39. why you should review your professional practice on a regular basis
- 40. how to identify methods and sources to keep you up-to-date with developments in group-based exercise
- 41. how to develop a personal action plan
- 42. 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

Exercises, to develop

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills
5. exercise, movement and dance
6. dance
7. choreography
8. non-choreographed activity

Participants

1. experienced
2. beginner
3. individuals
4. groups
5. with specific fitness needs
6. with general health needs

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

Instruct group exercise, for exercise, movement and dance

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

Dance styles (to cover at least one)

1. jazz
2. contemporary
3. classical
4. street
5. Latin
6. disco

Type of music

1. speed
2. rhythm
3. style

Voice projection

1. pitch of voice
2. volume of voice

Instructing and teaching methods

1. changing teaching positions
2. asking questions
3. making adaptations and progressions
4. verbal and visual communications
5. mirroring

Instruct group exercise, for exercise, movement and dance

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. participant's social support network
7. physician
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

Instruct group exercise, for exercise, movement and dance

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 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

Dance styles

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Instructing and teaching methods

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6. strategies for group management
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Legal and organisational procedures

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Motivational strategies

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

Continuing Professional Development

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

Personal Action Plan

1. written
2. verbal

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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.

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.

Foundation moves

Refers to learning the basic core dance moves dependant on dance styles

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

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and by when.

Warm up

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

Welfare

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

Links to other NOS This standard links with SKAEF1; SKAEF2; SKAEF4 and SKAEF6

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