



Higher National Unit specification

General information

Unit title: Plan, Teach and Evaluate Group Exercise with Music Sessions

Unit code: H4TJ 34

Superclass: HJ

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Unit purpose

The Unit is intended to encompass the major elements of group exercise to music instruction. The Unit will help the learner apply their knowledge resulting in the practical delivery of a session. Knowledge of the role of music, beats per minute (BPM), warm up and cooldown, progressions and adaptations to exercises, and group dynamics 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 group exercise to music sessions for a specified client group.
- 2 Teach a group exercise to music session for a specified client group.
- 3 Evaluate the session 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 an optional 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. Learners should possess effective oral communication skills. Ultimately, entry is 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.

This Unit has been designed as a core Unit in the Group Award HNC/HND Fitness, Health and Exercise. It is anticipated that delivery of this Unit will be carried out with small groups of mixed abilities. Learners are required to develop individual teaching skills, exercise technique, choreography and to evaluate and improve specific identified weaknesses.

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.

Learners should demonstrate a clear grasp of the theoretical knowledge of the Unit to plan a session, and be able to demonstrate practical competency in applying their knowledge to teach a group exercise with music session.

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 group exercise to music sessions for a specified client group.

Knowledge and/or Skills

- ◆ Relevant information gathering
- ◆ Group exercise to music session objective setting
- ◆ Group exercise to music session planning
- ◆ Group exercise to music session risk assessment

Outcome 2

Teach a group exercise to music session for a specified client group.

Knowledge and/or Skills

- ◆ Teaching and communication skills
- ◆ Preparation of participants
- ◆ Session management and motivational skills
- ◆ Adaptations/progressions for selected exercises
- ◆ Analysis of participants' performance
- ◆ Identification and correction of participants' performance errors

Outcome 3

Evaluate the session 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 and write session plans that reflect 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.
- ◆ Analyse the risks and identify control actions to decrease risks to the client(s)/participant(s).
- ◆ Identify emergency procedures of the facility where the sessions will take place.
- ◆ Collect information about clients/participants to ensure safe exercise performance.

For the session plans:

- ◆ Analyse information collected from a Physical Activity Readiness Questionnaire (PARQ), identify client goals, and utilise information gained to help plan a sequence of four progressive sessions which meet the aims and objectives of the client(s)/participant(s).
- ◆ Identify potential reasons for temporary deferral of exercise.
- ◆ Develop session plans which will enable the client(s)/participant(s) to improve their skills, develop coordination, and build combinations and movement patterns.
- ◆ To ensure safe, accurate and effective exercise performance.
- ◆ Devise plans for sessions which will:
 - Last between 45–60 minutes
 - Include warm up, aerobic curve (cardiovascular fitness, motor skills), conditioning(muscular fitness), and cool down (flexibility) components
- ◆ Select a variety of exercises and movement patterns to ensure a balanced programme.
- ◆ Select progressions and adaptations to exercises that are safe and effective and will ensure that participants can progress.
- ◆ Select appropriate equipment (where appropriate) for the session.
- ◆ Select music of the correct speed and type for the participants.
- ◆ Provide a detailed written breakdown of the music for at least one of the sessions.
- ◆ Conform to legal requirements for Public Performance Licence and Performing Rights Society.

Higher National Unit specification: Statement of standards (cont)

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Outcome 2

Learners are required to teach a planned group exercise session to an inexperienced client group (of at least eight participants), 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 group.
- ◆ Conduct a group exercise to music session incorporating warm up, aerobic curve (cardiovascular fitness, motor skills), conditioning (muscular fitness), and cool down (flexibility) components.
- ◆ Prepare the participants using safe and effective warm up techniques.
- ◆ Explain/demonstrate all exercises in a manner appropriate to client/participant needs and level of understanding.
- ◆ Use volume and pitch of voice effectively.
- ◆ Build up exercises/combinations gradually.
- ◆ utilise a range of communication methods, verbal and non-verbal, to facilitate effective teaching (this should include changing teaching positions, asking questions, giving adaptations and progressions, using verbal and visual communication, and mirroring).
- ◆ Provide teaching points and feedback to client(s)/participant(s) to ensure effective technique.
- ◆ Offer advice to correct technique in a positive and constructive manner.
- ◆ Select appropriate adaptations or progressions for client(s)/participant(s).
- ◆ Ensure client(s)/participant(s) can cope with the intensity of the exercises, adapt where necessary, and offer advice in response to the changing needs of client(s)/participant(s).

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 the 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 Group Exercise with Music 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 enable learners to become proficient group exercise to music instructors, who are able to plan, design and deliver sessions 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 a sequence of four group exercise to music sessions for an specified client group. 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 session plans that reflect 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 plans should detail content for 45–60 minute group exercise to music sessions using recognised methods and techniques of training.

- ◆ For all sessions this should include aims, objectives, and timings for each component; equipment required; and exercises (including progressions and adaptations).
- ◆ One of the planned sessions should include a detailed rationale, breakdown, timings, and mapping of music used during the different sections of the session.

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.

Session plans should comprise exercises and intensity levels to meet the aims and objectives of a beginners or intermediate level of class.

Higher National Unit Support Notes (cont)

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Outcome 2 requires the learner to teach one of the planned sessions (It is strongly recommended that this is the session which has been detailed in terms of music). Learners should teach for no less than 30 minutes of their planned session. The taught session should demonstrate elements from each component of the session with adequate timing given to each section. Learners will be assessed on their client rapport, session management, teaching skills, and observation/feedback skills. The class should consist of at least eight participants. Wherever possible learners should teach classes of 'real' clients as opposed to their peers.

Outcome 3 — Following their taught session the learner should gain feedback from their clients/participants. 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 and/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.

It is anticipated that delivery of this Unit will be carried out with small groups of relatively inexperienced participants. Learners are required to develop individual teaching skills, exercise technique and to evaluate and improve specific identified weaknesses.

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 written session plans and a 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 detailed plan submitted in Outcome 1. The 30 minute guideline is an absolute minimum based on current practice in the industry — 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 group of client(s)/participant(s). 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(s)/participant(s). 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 equipment 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)

Unit title: Plan, Teach and Evaluate Group Exercise with Music Sessions

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 session 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 the 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 Group Exercise with Music 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 Group Exercise with Music Sessions giving progression and adaptations to accommodate a variety of participants.

The Unit is designed to prepare you for employment as a group exercise to music instructor by mapping some of the criteria against that of SVQ Awards at levels 2 and 3. 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 group exercise to music session, and then evaluate your own performance. Your session must be planned and taught using current accepted good practice. Whilst teaching the session you must demonstrate a rapport with your participants; good teaching skills such as demonstrating good technique, explaining the teaching points of the exercise in a way that the participants can understand, and offering feedback in a positive and effective manner.

You will be required to ensure that:

- ◆ Your plans and risk assessment covers the required criteria.
- ◆ You have adequate equipment available for the due assessment date.
- ◆ 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 session plans, screening questionnaires, risk assessment, and evaluation questionnaires is supplied on the due dates.