**YOUTH EXERCISE INSTRUCTOR MAPPING TOOLKIT**



**STANDARDS PLUS**

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# What are ‘Standards’?

Standards are a statement of the skills and knowledge individuals need to perform safely and effectively in the workplace, and define competence in a work situation. Standards refer to the performance an individual must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding required to perform tasks safely and effectively. Standards are closely linked to the concept of occupational competence.

**The Assessment Strategy**

Included in each standard is the assessment strategy, this outlines the mandatory requirements for assessment of that standard.

**Scope of Practice**

Throughout this Mapping Toolkit, we have **emboldened** certain words. The expansion of these words can be found in the Scope of Practice section at the end of this document, which outlines the detail that needs to be covered and assessed.

In some cases not all of the range needs to be covered, which is made clear in the description of the range, however if you are unsure please contact us at (+44) 333 577 0908 or [enquiries@pdapproval.com](mailto:enquiries@pdapproval.com) and a member of technical team will be able to assist you.

# **Overview of Youth Exercise Instructor**

**Introduction**

The role of the Youth Exercise Instructor (YEI) is to build exercise participation for children (age 6-11 years) and young people (approximate ages 12-17 years) including planning, instructing and evaluating activities. These activities can include but are not limited to, creative play, skills, sports, group and individual exercises sessions. A YEI is responsible for encouraging children, young people and, where appropriate, families to adhere to exercise and physical activity and a healthy balanced lifestyle.

**Specific prerequisites**

* Fitness Instructing skills and knowledge or equivalent accredited certification
* Group Exercise Instructor or equivalent accredited certification if the instructor wants to deliver group exercise
* If water-based sessions are planned, the adequate qualifications for conducting exercise in water are required.

**Youth Exercise Instructor Standards (SPEF5) incorporating ICREPs Global Standard E3**

These standards outline the essential knowledge and skills that are needed to allow the learner to demonstrate their expertise in working with children and young people in a physical activity setting, designing, managing, adapting and instructing a session with an apparently healthy child and young people, taking into consideration the adaptations, risks and benefits associated with exercise training for this special population.

These standards cover teaching activities to include working one to one with a client or groups (see above information on specific prerequisites). The standards include a section which gives specific knowledge relevant to the discipline in which the YEI is already qualified. The YEI should only instruct disciplines for which they currently hold specific competency-based qualifications such as gym-based exercise, exercise to music, water-based exercise, unless these disciplines are fully built into the YEI qualification and therefore incorporating the knowledge and performance criteria from these specific standards.

These standards include giving clear instructions, demonstration of skills, techniques of teaching and correcting exercise with clear and positive feedback and monitoring a session.

The goal of the YEI is to impart the knowledge, skill and confidence for children and young people to be able to follow a safe and effective exercise plan. The YEI will normally be working without direct supervision.

The outcomes of these standards are:

1. Understand professional roles and responsibilities when working with children and young people
2. Understand the anatomical, physiological and biomechanical changes in children and young people
3. Support health and well-being for children and young people
4. Collect and analyse information about children and young people
5. Plan exercise for children and young people
6. Instruct exercise session for children and young people
7. Evaluate and review exercise for children and young people

# Guided Learning Hours

The total Guided Learning Hours (GLH) for the Foundation Award in Youth Exercise Instructing is 50; at least 35 of the GLH must be Face to Face hours (FTH), of which 25 hours must be practical. The table below shows how these hours are split across the learning, with an assessment strategy based on the Learner Assessment that you can purchase from [PD:Approval](mailto:enquiries@pdapproval.com). You will find full guidance on the assessment strategy at the end of each unit.

| **Units** | **Assessment Strategy** | **GLH** | **Minimum FTH** |
| --- | --- | --- | --- |
| Unit 1: Professional roles and responsibilities when working with children and young people | Professional roles and responsibilities worksheet | 5 | 4 |
| Unit 2: The anatomical, physiological and biomechanical changes in children and young people | 1. Multiple Choice Question (MCQ) paper 2. Short questions | 15 | 10 |
| Unit 3: Support health and well-being for children and young people | 1. Support health and well-being worksheet 2. Basic nutrition poster/leaflet x 2 3. Professional discussion | 5 | 4 |
| Unit 4: Collect and analyse information about children and young people | 1. PAR-Q x 6 2. Summary of PAR-Qs and exercise considerations table | 5 | 4 |
| Unit 5: Plan exercise for children and young people | 1. Risk assessment 2. Session plan x 2 3. Professional discussion | 8 | 5 |
| Unit 6: Instruct exercise session for children and young people | Practical observation | 8 | 4 |
| Unit 7: Evaluate and review exercise for children and young people | Reflective statement | 4 | 4 |

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| **Total Guided Learning Hours** | 50 |
| **Minimum Face to Face Hours (as part of GLH)** | 35 |
| **Minimum Practical Hours (as part of FTH)** | 25 |

# Completing the mapping toolkit

Each standard is divided into the **Performance** criteria (what an exercise professional must be able to do) and the **Knowledge** criteria (what an exercise professional must know to carry out the Performance criteria).

Please map the Performance criteria to your assessment, to show us how you assess the learner’s knowledge. Then map the Knowledge criteria to your learning materials to show us where you cover each criterion in your learning materials.

*NB: Foundation Training must be mapped 100% to the standards in this toolkit.*

**Example of mapping**

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |

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| **Task 1: Work within professional role boundaries in relation to working with children and young people** | |
| 1. Identify professional role boundaries and limitations when working with **children and young people** | Worksheet 1 |
| 1. Work within the remit of the specific role being undertaken | MCQs |
| 1. Give guidance to encourage **children and young people** to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in **sessions.** | Viva |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |

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| **Task 1: Professional role boundaries in relation to working with children and young people** | |
| 1. The importance of understanding and respecting own professional role boundaries and limitations when working with **children and young people** | Slide 9 PowerPoint B |
| 1. The importance of working within the remit of the specific role being undertaken | Chapter 2, learner manual |
| 1. How to give guidance to encourage **children and young people** to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated | Chapter 6, learner manual |

# 1. Professional roles and responsibilities when working with children and young people

* Work within professional role boundaries in relation to working with **children** and **young** **people**
* Apply professional responsibilities when working with **children** and **young** **people**

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Work within professional role boundaries in relation to working with children and young people** | |
| 1. Identify professional role boundaries and limitations when working with **children and young people** |  |
| 1. Work within the remit of the specific role being undertaken |  |
| 1. Give guidance to encourage **children and young people** to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated to enable them to take part in **sessions.** |  |
| 1. Identify sources of **information** and advice on working with **children and young people** |  |
| **Task 2: Apply professional responsibilities when working with children and young people** | |
| 1. Identify the responsibilities and limitations of a Youth Exercise Instructor |  |
| 1. Explain the importance of holding up to date first aid skills when working with **children and young people** |  |
| 1. Explain the importance of engaging in regular continuing professional development (CPD) in the area of **children and young people** within specialist areas |  |
| 1. Identify where to source specific **information** to enhance practice or engage in further education/development |  |
| 1. Explain how to ensure insurance policies covers their instruction of **children and young people** |  |
| 1. Identify legislation, policies, guidance and ethical issues relating to the provision of exercise for **children and young people** |  |
| 1. Identify the importance of ensuring **children and young people** feel comfortable in the exercise **environment** |  |
| 1. Identify bullying and know how to deal with it |  |
| 1. Describe legal responsibilities and accountability when dealing with the public, and in particular **children** |  |
| 1. Describe the need for honesty and accuracy in substantiating claims of authenticity when promoting services in the public domain |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Professional role boundaries in relation to working with children and young people** | |
| 1. The importance of understanding and respecting own professional role boundaries and limitations when working with **children and young people** |  |
| 1. The importance of working within the remit of the specific role being undertaken |  |
| 1. How to give guidance to encourage **children and young people** to follow the key safety guidelines and to discourage them from anything deemed to be potentially hazardous/contraindicated |  |
| 1. Sources of **information** and advice on working with **children and young people** |  |
| **Task 2: Professional responsibilities when working with children and young people** | |
| 1. The importance for instructors to ensure they hold up to date first aid skills when working with **children and young people** |  |
| 1. The importance of engaging in regular CPD in the area of **children and young people** within specialist areas. |  |
| 1. Source specific **information** to enhance practice or engage in further education/development. |  |
| 1. How to ensure insurance policies covers their instruction of **children and young people** |  |
| 1. The responsibilities and limitations of a Youth Exercise Instructor  * acting as a role model * adhering to the policies and **procedures** * adhering to the code of practice * always wearing uniform and/or name badge if one is provided * understanding and acting upon their responsibilities * recognising the need to protect the rights of participation, for fun, enjoyment and achievement for all * reporting any suspected abuse to the safeguarding and protection officer or senior manager * responding to cases of abuse in a responsible manner * working in an open **environment** |  |
| 1. Legislation, policies, guidance and ethical issues relating to the provision of exercise for **children and young people** |  |
| 1. The importance of following relevant Equality and Diversity legislation and policies |  |
| 1. Common reasons why **children or young people** may feel uncomfortable in a exercise **environment** |  |
| 1. Ways to identify bullying and how to deal with it |  |
| 1. Legal responsibilities and accountability when dealing with the public, and in particular **children** |  |
| 1. The need for honesty and accuracy in substantiating claims of authenticity when promoting services in the public domain |  |

## Assessment Strategy: Professional roles and responsibilities

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Presentation such as a PowerPoint presentation to the assessor | * The learner must submit copies of the presentation. * The training provider must produce a marking checklist for the presentation to be marked against, this must be made available to the learner at the start of the course. * The presentation should ideally be recorded for quality assurance. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 2. The anatomical, physiological and biomechanical changes in children and young people

* The anatomical, physiological and biomechanical changes to body’s systems in **children** and **young** **people**
* The principles of training to **session** planning for children and young people
* Muscular Strength and Endurance training
* Cardiovascular training
* Flexibility training
* Motor fitness
* Body composition

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: The anatomical, physiological and biomechanical changes to body’s systems in children and young people** | |
| 1. Describe the anatomy and physiology related to **children and young people** |  |
| 1. Explain bone formation and growth with particular emphasis on potential injuries resulting from intense training |  |
| 1. Describe the key implications of growth and development during the various stages of **child** development |  |
| 1. Describe the short and long term effects of exercising as a **child or young person** on development of the body systems |  |
| 1. Identify the difference between chronological and biological age in planning and instructing |  |
| 1. Identify the key psychological changes that take place in **children and young people** |  |
| 1. Describe the principles of pediatric and exercise science to enable selection of exercises appropriate to **participant** characteristics and needs |  |
| 1. Identify the stages of physical, social and emotional growth and development in **children and young people** to enable effective planning of **session**s and selection of appropriate exercises |  |
| 1. Explain preventative measures to avoid growth related injuries |  |
| 1. Identify the benefits of strength gains in **children and young people** |  |
| 1. Identify the role of intensity, duration and individual fitness levels in determining which energy system is used predominately during exercise in **children and young people** |  |
| 1. Explain the differences between energy system interaction and adenosine triphosphate (ATP) re-synthesis in **children, young people** and adults |  |
| 1. Identify the importance of rehydration and body heat regulation in **children and young people** and how to take account of these |  |
| 1. Recognise signs and symptoms of major types of injuries typical to **children and young people** |  |
| 1. Identify physiological safety considerations for **children and young people’**s exercise |  |

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| **Task 2: The principles of training to session planning for children and young people** | |
| 1. Identify the components of physical fitness, motor fitness and health related fitness |  |
| 1. Describe the factors that affect physical exercise in **children and young people** |  |
| 1. Explain the importance of developing all components of fitness in **children**, and the long-term benefits and consequences of not doing this later in life |  |
| 1. Apply the principles of training **children and young people** |  |
| 1. Identify how the principles of training apply to each of the components of fitness in **children and young people** |  |
| 1. Identify the need for the whole-body approach in health-related fitness for **children and young people** |  |
| **Task 3: Muscular Strength and Endurance training** | |
| 1. Explain the Muscular Strength and Endurance (MSE) continuum in **children and young people** |  |
| 1. Identify the benefits of MSE training in relation to health-related fitness |  |
| 1. Identify factors affecting a **child**’s or **young person**’s ability to achieve MSE gains during **childhood and adolescence** |  |
| 1. Identify the physiological changes that occur as a result of MSE training in **children and young people** |  |
| 1. Apply the overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to muscular strength and endurance to **session** planning |  |
| 1. Apply the other principles of training to muscular strength & muscular endurance |  |
| 1. Demonstrate planning of suitable games and activities that will achieve an MSE training effect in **children and young people** |  |
| **Task 4: Cardiovascular training** | |
| 1. Explain the aerobic/anaerobic continuum in **children and young people** |  |
| 1. Explain the physiological and health related changes that occur as a result of aerobic training in **children and young people** |  |
| 1. Identify the benefits of aerobic training for **children and young people** |  |
| 1. Evaluate the differences between and benefits from continuous and interval aerobic training in **children and young people** |  |
| 1. Identify the characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping |  |
| 1. Apply the Overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to aerobic training in **children and young people** |  |
| 1. Apply the other principles of training to aerobic fitness |  |
| 1. Apply suitable methods of intensity monitoring |  |
| 1. Analyse factors affecting a **child’s or young person’s** ability to achieve an aerobic training effect |  |
| 1. Demonstrate planning of a suitable aerobic component within a health-related exercise **session** for **children and young people** |  |
| **Task 5: Flexibility training** | |
| 1. Explain the range of movement continuum and optimal range of movement for health in **children and young people** |  |
| 1. Explain the physiological and health related changes that occur as a result of stretching in **children and young people** |  |
| 1. Identify the different types of stretching (dynamic and static) |  |
| 1. Identify the different methods of stretching (active and passive) |  |
| 1. Describe the principles of the Stretch Reflex, Desensitisation and Lengthening of muscle tissue (muscle creep) |  |
| 1. Apply the overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) to stretching exercises for **children and young people** |  |
| 1. Apply the other principles of training to flexibility |  |
| 1. Identify factors affecting a **child’s or young person’s** potential range of movement |  |
| 1. Demonstrate planning of suitable games and activities that improve range of movement in **children and young people** |  |
| **Task 6: Motor fitness** | |
| 1. Describe the role of the central nervous system (CNS) and peripheral nervous system (PNS) (the muscular motor plaque) as the system for the quality of the movement |  |
| 1. Describe the conditions for coordination(s) improvement |  |
| 1. Identify the different types of coordination (general and specific) |  |
| 1. Identify the different types of balance (static and dynamic) |  |
| 1. Demonstrate planning of activities to develop agility for general sports and activities |  |
| 1. Consider factors affecting an individual **child’s or young person**’s potential quality of movement |  |
| 1. Demonstrate planning of suitable games and activities that improve quality movement in **children and young people** |  |
| **Task 7: Body composition** | |
| 1. Identify factors affecting body composition in **children and young people** |  |
| 1. Identify the types of basic body composition measurement appropriate for use with **children and young people** |  |
| 1. Explain how to discuss issues such as a **child**’s weight and body composition with a **child**’s parent or carer in an appropriate way |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to Learning resources** |
| **Task 1: The anatomical, physiological and biomechanical changes to body’s systems in children and young people** | |
| 1. The anatomy and physiology related to **children and young people**, to include:  * The skeletal system * The muscular system * The cardiovascular system |  |
| 1. Bone formation and growth with particular emphasis on potential injuries resulting from intense training changes relating to:  * bone density * joint stability * function and posture * potential injuries resulting from repetitive training |  |
| 1. The implications of growth and development during the various stages of **child** development |  |
| 1. The key stages in growth of skeletal, muscular and cardiovascular system and the key growth influences such as:  * Inheritance/genetics * Physiological age * Nutrition * Hormonal status * The growth hormone * Epiphyseal plate |  |
| 1. The short and long term effects of exercising as a **child or young person** on development of the body systems to include:  * Skeletal * Muscular * Cardiovascular |  |
| 1. Blood pressure and the effects of exercise in **children and young people** |  |
| 1. The difference between chronological and biological age in planning and instructing |  |
| 1. The key psychological changes that take place in **children and young people** |  |
| 1. The principles of pediatric and exercise science to enable selection of exercises appropriate to **participants** characteristics and needs:  * growth and maturation * coordination development and control * stability * posture in **children and young people** * fundamental skills * aerobic capacity |  |
| 1. The stages of physical, social and emotional growth and development in **children and young people** to enable effective planning of **session**s and selection of appropriate exercises |  |
| 1. Preventative measures to avoid growth related injuries |  |
| 1. Benefits of strength gains in **children and young people** |  |
| 1. The role of intensity, duration and individual fitness levels in determining which energy system is used predominately during exercise in **children and young people** |  |
| 1. The differences between energy system interaction and ATP re-synthesis in **children, young people** and adults |  |
| 1. The importance of rehydration and body heat regulation in **children and young people** and how to take account of these |  |
| 1. Signs and symptoms of major types of injuries typical to **children and young people** to include:  * sprains * osteochondroses * severs * patellofemoral pain syndrome * leg-calve-perthes * shoulder instability * joint hypermobility * injury risks related to exercise participation of **children and young people** |  |
| 1. Physiological safety considerations for **children and young people’s** exercise including:  * suitability of equipment * avoiding excessive training * avoiding high impact moves |  |

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| **Task 2: The principles of training to session planning for children and young people** | |
| 1. The components of physical fitness, motor fitness and health related fitness |  |
| 1. Factors that affect physical fitness in **children and young people** |  |
| 1. The importance of developing all components of fitness in **children and young people**, the long-term benefits and consequences of not doing this later in life |  |
| 1. The principles of training **children and young people** |  |
| 1. How the principles of training apply to each of the components of fitness in **children and young people** |  |
| **Muscular Strength and Endurance training** | |
| 1. The Muscular Strength and Endurance (MSE) continuum in **children and young people** |  |
| 1. The benefits of MSE training in relation to health-related fitness and factors affecting an individual **child’s/young person’s** ability to achieve MSE gains during **childhood and adolescence** |  |
| 1. The physiological changes that occur as a result of MSE training in **children and young people** |  |
| 1. How to apply the overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) applied to muscular strength and endurance to **session** planning for **children and young people** |  |
| 1. Application of the other principles of training to muscular strength & muscular endurance |  |
| 1. Games and other activities that will achieve an MSE training effect in **children and young people** |  |
| **Cardiovascular training** | |
| 1. The aerobic/anaerobic continuum in **children and young people** |  |
| 1. The physiological and health related changes that occur as a result of aerobic training in **children and young people** |  |
| 1. The benefits of aerobic training for **children and young people** |  |
| 1. The differences between and benefits from continuous and interval aerobic training in **children and young people** |  |
| 1. Characteristics of aerobic and anaerobic activities i.e. running, walking, sprinting, jumping |  |
| 1. How to apply the Overload principle i.e. F.I.T.T.A (Frequency, Intensity, Time, Type, Adherence) to aerobic training for **children and young people** |  |
| 1. Application of all other principles of training to aerobic fitness |  |
| 1. Different methods of intensity monitoring and their suitability when working with **children and young people**, to include: 2. Heart Rate Monitoring, Rate of Perceived Exertion, Talk test |  |
| 1. Factors affecting an individual **child’s or young person’s** ability to achieve an aerobic training effect |  |
| 1. Structure of the aerobic component within a health-related exercise **session** to include: 2. Re-warm, Peak and Warm Down |  |
| **Flexibility training** | |
| 1. The range of movement continuum and optimal range of movement for health in **children and young people** |  |
| 1. The physiological and health related changes that occur as a result of stretching |  |
| 1. The different types of stretching (dynamic and static) |  |
| 1. The different methods of stretching (active and passive) |  |
| 1. Stretch Reflex, Desensitisation and Lengthening of muscle tissue (muscle creep) |  |
| 1. How to apply the overload principle F.I.T.T.A. (Frequency, Intensity, Time, Type, Adherence) applied to stretching |  |
| 1. Application of all other principles of training to flexibility |  |
| 1. Factors affecting a **child’s/young person’s** potential range of movement |  |
| 1. Games and activities that improve range of movement |  |
| **Motor fitness** | |
| 1. The CNS and PNS (the muscular motor plaque) as the system for the quality of the movement |  |
| 1. Conditions for coordination(s) improvement |  |
| 1. The different types of coordination (general and specific) |  |
| 1. The different types of balance (static and dynamic) |  |
| 1. Development of agility for general sport activities |  |
| 1. Factors affecting a **child’s/young person’s** potential quality of movement |  |
| 1. Games and activities that improve quality movement |  |
| **Task 7: Body composition** | |
| 1. Factors affecting body composition in **children and young people** |  |
| 1. The types of basic body composition measurement appropriate for use with **children and young people** |  |
| 1. How to discuss issues such as a **child**’s weight and body composition with a **child**’s parent or carer in an appropriate way |  |

## Assessment Strategy: The anatomical, physiological and biomechanical changes in children and young people

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Multiple Choice Question (MCQ) paper | * The training provider must have at least two papers live at all times, this allows for the learner to re-sit a different paper. * The training provider must have at least one mock paper available. * The MCQ paper must be sat in invigilated exam conditions, refer to PD:Approval’s **Invigilation Guidelines for theory assessment** in the Endorsement Guide. * For guidance on writing MCQ papers refer to **Guidance on writing Multiple Choice Question Papers** in the Endorsement Guide. |
| Short Questions | * The Short Questions must be sat in invigilated exam conditions, refer to PD: Approval’s **Invigilation Guidelines for theory assessment** in the Endorsement Guide. * These Short Questions are a ‘closed book’ assessment, which means the learner is not allowed to refer to any notes or manuals during the exam. * The training provider must produce a marking scheme to assist with standardisation of marking the Short Questions. |
| Practical application | * Some of the performance can be met during the practical application assessment, for example the learner using the correct names for the muscles can be used to assess their ability to know the names and location of specific muscle groups. However, this must only be used for 5% of the assessment of this standard. |
| Planning | * Some of the performance can be met during the planning assessment, for example the learner planning suitable adaptations based on the anatomical changes. However, this must only be used for 5% of the assessment of this standard. |

# 3. Support health and well-being for children and young people

* Promote physical activity in **children** and **young** **people**
* Use motivational techniques
* Provide effective customer service
* Ensure safeguarding
* Communicate effectively with **children**, **young people**, parents and carers
* Provide **information** on healthy eating and hydration guidelines to **children** and **young** **people**
* Manage health and safety

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Promote physical activity in children and young people** | |
| 1. Identify the physical, social, emotional and psychological benefits of **children and young people** taking part in regular physical activity and their relation to reducing risk of disease |  |
| 1. Identify the relevant guidelines for the prescription for health, well-being and physical fitness and the amount of physical activity for the health and well-being of **children and young people** |  |
| 1. Analyse the barriers and motivators to exercise participation for **children and young people** |  |
| 1. Identify local or national initiatives and agencies involved in promoting and raising awareness of the importance of exercise for **children and young people** |  |
| 1. Apply the whole concept of health and fitness to **children and young people** |  |
| 1. Identify the possible negative effects of physical activity on **children and young people** and how to avoid these |  |
| 1. Plan **session**s that integrate groups, build a team atmosphere and promote social inclusion of **children and young people** |  |
| **Task 2: Use motivational techniques** |  |
| 1. Use **motivational techniques** to assist **children and young people** of all ages to enjoy the **session** and adhere to physical activity |  |
| 1. Explain the importance of learning the individual reasons or motives behind **participant’s** exercise **goals** |  |
| 1. Use effective behavioural strategies to enhance exercise and health behaviour change |  |
| 1. Adapt **motivational techniques** and instructing style to suit **children and young people** of different ages |  |
| **Task 3: Provide effective customer service** | |
| 1. Welcome and receive the **children, young people** and families |  |
| 1. Approach and respond to customers in a positive and friendly manner |  |
| 1. Identify how to avoid and deal with conflict |  |
| 1. Identify how to provide effective customer care |  |
| **Task 4: Ensure safeguarding** | |
| 1. Identify how to recognise types of abuse |  |
| 1. Identify statutory agencies responsible for **child** welfare |  |
| 1. Identify National and organisational guidelines for safeguarding and **child** protection |  |
| 1. Identify the procedure to follow when the Youth Fitness Instructor suspect a **child** is at risk or being abused |  |
| 1. Explain the legal responsibilities of any person supervising **children** |  |
| 1. Explain the importance of being familiar with and adhering to all safeguarding policies and **procedures** that apply |  |
| **Task 5: Communicate effectively with children, young people, parents and carers** | |
| 1. Identify the different ways in which **children** learn |  |
| 1. Identify the types of special needs that **children** may have and how to adapt your plans, yourself  and the equipment and facilities to meet these needs |  |
| 1. Adapt **session** to accommodate common conditions in **children** that will affect an exercise **session** |  |
| 1. Identify psychological safety considerations for **children and young people during** exercise **sessions** |  |
| 1. Effectively communicate with **children, young people** and parents to ensure an intelligent and **safe session** is followed |  |
| 1. Explain the importance of implementing exercise etiquette and rules from the onset |  |
| 1. Identify how to build rapport and trust with **children and young people** whilst remaining within the guidelines of safeguarding |  |
| 1. Demonstrate the use of names of **children, young people** and their family members |  |
| 1. Demonstrate effective use of voice and body language, |  |
| 1. Demonstrate suitable communicate **method**s with **participants** of different ages |  |
| 1. Demonstrate praise and encourage of positive behavior |  |
| 1. Demonstrate a genuine interest in the individual **participant** |  |
| 1. Demonstrate management of behaviour when working with **children and young people** |  |
| 1. Demonstrate effective **communication techniques** with the **child/young person** and their parent/carer regarding the training and **adaptation** process |  |
| 1. Identify the importance of communicating with parents and carers about the welfare, progression and conduct of their **child or young person** during exercise **session** |  |
| 1. Explain the importance of including parents and carers in education about healthy eating and the importance of physical activity for health |  |
| **Task 6: Provide information on healthy eating and hydration guidelines to children and young people** | |
| 1. Provide accurate **information** on healthy eating options and dietary guidelines for **children and young people** |  |
| 1. Provide support for physical activity in daily life, discourage experimenting with smoking, alcohol or drugs of abuse |  |
| **Task 7: Manage health and safety** | |
| 1. Adhere to the national and local health and safety requirements and **procedures** for the working **environment** involving **children and young people** |  |
| 1. Describe methods for dealing with emergencies according to internationally recognised **procedures** |  |
| 1. Explain the duty of care to be aware of the working **environment** and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and **client**s including **children**, **young people** and their parents/carers who may be present at **session**s |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Promote physical activity in children and young people** | |
| 1. The physical, social, emotional and psychological benefits of **children and young people** taking part in regular physical activity |  |
| 1. The physical benefits of physical activity and their relation to reducing risk of disease, covering the cardiorespiratory, muscular and flexibility related benefits |  |
| 1. The relevant guidelines for the prescription for health, well-being and physical fitness and the amount of physical activity for the health and well-being of **children and young people** |  |
| 1. The barriers and motivators to exercise participation for **children and young people** |  |
| 1. Agencies involved in promoting physical activity for the health of **children and young people** in their home country |  |
| 1. The importance of promoting the whole concept of health and fitness to **children and young people** including:  * daily exercise * nutrition * wellness * play * overall healthy lifestyle |  |
| 1. The possible negative effects of physical activity on **children and young people** and how to avoid these |  |
| 1. Ways to plan **session**s that integrate groups, build a team atmosphere and promote social inclusion of **children and young people** |  |
| **Task 2: Use motivational techniques** | |
| 1. The **motivational techniques** that may assist **children and young people** of all ages to enjoy the **session** and adhere to physical activity |  |
| 1. How to learn the individual reasons or motives behind **participants** exercise **goals** |  |
| 1. The most important and effective behavioural strategies to enhance exercise and health behaviour change (e.g. reinforcement, 2. setting, social support, problem solving, reinforcement strategies, self-monitoring, etc.) |  |
| 1. The different stages of change of the trans-theoretical model Prochaska and Di Clemente, and the importance of being able to use basic strategies for different stages |  |
| 1. Definition and practical examples of extrinsic and intrinsic reinforcement |  |
| 1. How to adapt **motivational techniques** and instructing style when working with **children** of different ages |  |
| **Task 3: Provide effective customer service** | |
| 1. The definition of the exercise customer to include both **child/young person** and their parent/carer |  |
| 1. How to welcome and receive the **children, young people** and families/carers |  |
| 1. The need and how to be service oriented |  |
| 1. How to approach and respond to customers in a positive way |  |
| 1. The basic principles of customer service |  |
| 1. How to avoid and deal with conflict |  |
| 1. How to be open and friendly whenever dealing with customers |  |
| 1. The **method**s and practices, which contribute to effective customer care |  |
| 1. The skills of effective customer care: **Communication techniques**, Body language, Negotiation |  |
| **Task 4: Ensure safeguarding** | |
| 1. The types of abuse which an instructor may encounter:  * physical * emotional * sexual * bullying * neglect |  |
| 1. The statutory agencies responsible for **child** welfare |  |
| 1. National and organisational guidelines for safeguarding and **child** protection |  |
| 1. The procedure to follow when the exercise professional suspects a **child** is at risk or being abused |  |
| **Task 5: Communicate effectively with children, young people, parents and carers** | |
| 1. The different ways in which **children and young people** learn, their **learning styles**, learning theories and psychological development ideas that have been developed by psychologists, stages of cognitive development |  |
| 1. The types of special needs that **children** **and young people** may have and how to adapt your plans, yourself  and the equipment and facilities to meet these needs |  |
| 1. Common conditions in **children and young people** that will affect an exercise **session**, for example childhood obesity, dyspraxia, growth related injuries, asthma |  |
| 1. Psychological safety considerations for **children and young people**’s exercise including:  * communication skills * rules of behaviour * rapport * self-esteem * depression * social issues |  |
| 1. The dramatic physical, cognitive, social and emotional changes in **children and young people**, along with the adolescent’s growing independence, search for identity, concern with appearance, need for peer acceptance and active lifestyle, can significantly affect their mental and physical activity behaviours |  |
| 1. Effective communicate **methods** with **children, young people**, parents and carers to ensure an intelligent and **safe session** is followed. Using simple language that is jargon free and not overly technical |  |
| 1. The importance of implementing exercise etiquette and rules from the onset (young people need clear guidelines of expected behaviour) |  |
| 1. Why it is important to identify common ground to build rapport and trust with adolescents but remain within the guidelines of safeguarding **children and young people** |  |
| 1. How to learn and remember the names of **participants** and their family members/carers |  |
| 1. The effective use of voice and body language and how to adapt these to communicate with people of different ages |  |
| 1. Empathetic listening (listening to understand instead of listening to reply) |  |
| 1. How to praise and encourage positive behavior (positive reinforcement) |  |
| 1. How to show genuine interest in the individual |  |
| 1. The use of open-ended questions and reflecting responses |  |
| 1. The principles of behaviour management when working with **children and young people** |  |
| 1. The importance of using effective **communication techniques** with both the **child/young person** and their parent/carer regarding the training and **adaptation** process |  |
| 1. The importance of communicating with parents and carers about the welfare, progression and conduct of their **child or young person** during exercise **session**s |  |
| 1. The importance of including parents and carers in education about healthy eating and the importance of physical activity for health |  |
| **Task 6: Provide information on healthy eating and hydration guidelines to children and young people** | |
| 1. Recommended healthy eating options and dietary guidelines for **children and young people** |  |
| 1. Opportunities for encouraging physical activity in daily life, discouraging experimenting with smoking, alcohol or drugs of abuse |  |
| 1. Dietary sources of major nutrients (carbohydrates, lipids, proteins, vitamins, minerals, dietary fibers) |  |
| 1. The role of carbohydrates, fats, and proteins as fuels for aerobic and anaerobic metabolism |  |
| 1. The numbers of kilocalories in one gram of carbohydrate, fat, protein and alcohol |  |
| 1. The principle of the balance of energy input (energy intake) and energy output (energy expenditure) |  |
| 1. The definition of the following terms: obesity, overweight, percentage of body fat, lean body mass, body fat distribution in relation to **child** growth charts |  |
| 1. The relationship between body composition and health through the lifecycle |  |
| 1. The effects of diet plus exercise, diet alone and exercise alone as methods for modifying body composition in **children** |  |
| 1. The importance of an adequate daily energy and nutrient intake for healthy weight management |  |
| 1. The consequences associated with inappropriate weight loss strategies in **children and young people** |  |
| **Task 7: Manage health and safety** | |
| 1. The national and local health and safety requirements and **procedures** for the working **environment** involving **children and young people** to include:  * Completing risk assessments * Identifying risk and **procedures** to reduce them |  |
| 1. Ways and methods for dealing with emergencies according to internationally recognised **procedures** |  |
| 1. The duty of care to be aware of the working **environment** and to be able to deal with all reasonably foreseeable accidents and emergencies – and to protect themselves, their colleagues and **client**s including **children, young people** and their parents/carers who may be present at **session**s |  |

## Assessment Strategy: Support health and well-being for children and young people

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Presentation such as a PowerPoint presentation to the assessor | * The learner must submit copies of the presentation. * The training provider must produce a marking checklist for the presentation to be marked against, this must be made available to the learner at the start of the course. * The presentation should ideally be recorded for quality assurance. |
| Creation of a leaflet or poster | * The learner must submit copies of the leaflet or poster. * The training provider must produce a marking checklist for the leaflet or poster to be marked against, this must be made available to the learner at the start of the course. * The leaflet or poster must be of a high quality standard, all resources must be correctly referenced, all images must be suitable and in line with equality and diversity requirements. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 4. Collect and analyse information for children and young people

* Collect relevant **information**
* Screening

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Collect relevant information** | |
| 1. Collect relevant **information** from the **child or young person** |  |
| 1. The need to involve a parent/carer in the screening process |  |
| 1. Use suitably adapted pre-screening paperwork for **children and young people** |  |
| 1. Gain informed consent from the **child/young person/adult/carer** prior to participating in the physical activity **sessions** |  |
| 1. Follow the **legal and organisational procedures** of screening and collecting **client** **information** |  |
| **Task 2: Screening** | |
| 1. Explain the added importance of screening **children and young people** and the legal and ethical responsibilities screening places on the instructor |  |
| 1. Use range of suitable screening tools for **children and young people** |  |
| 1. Use suitable **methods** for assessing **children and young people’s** readiness to participate and their stage of maturation |  |
| 1. Identify how and when to recommend referral to **other healthcare professionals** |  |

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| **Knowledge and Understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Collect relevant information** | |
| 1. **Information** which can be collected about **children and young people:**  * informed consent/PAR-Q * lifestyle factors * medical history and medication * physical activity history * attitude and motivation * exercise preferences * barriers to exercise (perceived or actual) * current level of fitness * health status and any contraindications * injury status and any specific recommended **adaptations**, if appropriate * personal **goals** * signs that may be contraindications to some types of physical activity * stage of maturation |  |
| 1. The purpose of collecting **information** on **participant**s’ expectations and motivation, level of previous exercise participation and current level of ability |  |
| 1. Suitable **methods** of collecting **client** **information** could include:  * physical activity readiness questionnaire (PAR-Q) * consultation * interview involving parents/carers * questionnaire involving parents/carers * adapted fitness tests * observation |  |
| 1. Purpose of the adapted pre-screening paperwork for **children and young people** |  |
| 1. The importance of gaining informed consent from **child/young person/adult/carer** prior to participating in the physical activity **sessions** |  |
| 1. The legal and ethical implications and responsibilities of screening and of collecting **client** **information**, to include:  * data protection * storage of documentation * confidentiality of **client** **information** * instructor’s duty of care to respond appropriately to **client’s information** |  |
| 1. The importance of maintaining the security and confidentiality of **information** concerning **children and young people** |  |
| **Task 2: Screening** | |
| 1. Identify a range of suitable screening tools and assessments for **children and young people** thiscould include assessing the following:  * physical and emotional maturity * fitness and ability levels * posture * range of motion * body type * movement control * skeletal alignment * previous injury * exercise history * form |  |
| 1. The types of assessments that are suitable when assessing **children and young people’s** readiness to participate and their stage of maturation |  |
| 1. The importance of recommending referral to **other healthcare professionals** where necessary |  |

## Assessment Strategy: Collect and analyse information about children and young people

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets |
| Live case study | * The learner must use an apparently healthy case study; the learner could be assessed completing a practical application of the **client** interview and **client** assessments. * It is the responsibility of the training provider to ensure that the live case study the learner has chosen is suitable for this training. * If there is a practical assessment, the training provider must create a marking checklist for this assessment which must be made available to the learner at the start of the course. |
| Theoretical case study | * The training provider could produce theoretical case studies for the learner to base their **session** plan on and be assessed on their knowledge and understanding. * The training provider must have at least two case studies for the learner to choose from. * The theoretical case study must include a range of health and lifestyle issues that will challenge the learner to be able to show their knowledge and understanding. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 5. Plan exercise for children and young people

* Plan how to manage risks in exercise **session**s for **children** and **young** **people**
* Plan suitable **sessions** for **children** and **young** **people**
* Suitable warm ups and cool downs for **children** and **young** **people**
* Suitable resistance training for **children** and **young** **people**
* Suitable cardiovascular training for **children** and **young** **people**
* Progression
* Planning specific exercise **session**s
* Games
* Gym based exercise
* Exercise to music

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Plan how to manage risks in exercise sessions for children and young people** | |
| 1. Plan movements for safety and effectiveness |  |
| 1. Identify ways of reducing the risks associated with unsafe exercise |  |
| 1. Identify a **safe** and **child**/**young person** friendly exercise **environment** |  |
| 1. Identify an appropriate selection of equipment |  |
| 1. Describe how you could accommodate a **young person** into a mainstream studio, aqua or gym **session** |  |
| 1. Adhere to **evidence-based** **guidelines** for physical activity for previously active and previously inactive **children and young people** |  |
| **Task 2: Plan suitable sessions for children and young people** | |
| 1. Plan a suitably structured **session** in a format of exercise for which you hold relevant competency qualifications that is suitable to the level of fitness, co-ordination and ability of **participants** |  |
| 1. Identify for which age groups, genders and ability levels the **session** is suitable and for whom it is not |  |
| 1. Apply knowledge of physiological changes occurring in the body to the planning |  |
| 1. Identify suitable personal maximum heart rates and effective target heart rate training zones based on an individual **participant’s** age and fitness levels |  |

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| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Plan how to manage risks in exercise sessions for children and young people** | |
| 1. How to plan movements for safety and effectiveness |  |
| 1. Ways of reducing the risks associated with unsafe exercise such as:  * exercise intensity * timing * equipment * technique * supervision * maturity of the group * mixture of **participants** |  |
| 1. How to identify a **safe** and **child**/**young person** friendly exercise **environment** to include:  * accessibility/transport * floor surfaces * hazards, trips and slips * footwear * lighting * access to toilet facilities and drinking water * temperature control * comfortable refreshment facilities |  |
| 1. How to select appropriate equipment and the importance of guidance to minimize the risk of injury caused by misuse |  |
| 1. How to adapt tag games and manage fun activities to the physical objective |  |
| 1. The issues with accommodating a **young person** into a mainstream studio, aqua or gym **session** |  |
| 1. How to source **evidence-based** recommended **guidelines** for physical activity for previously active and previously inactive **children and young people** |  |
| **Task 2: Plan suitable sessions for children and young people** | |
| 1. How to create a structure for a youth fitness **session** for both individual and group settings to include:  * exercises for relevant ages * durations * frequency, intensity, time, type * principles of training * suitable methods of overload - progression/regression * age-appropriate activities for: Warm up, Main activity, Cool down * age appropriate activities for: cardiovascular, weight-bearing, body weight, balance, co-ordination, resistance * alternatives appropriate to the physical size, physical maturity and emotional maturity of the **participant** |  |
| 1. Why it is important to only plan a format of exercise for which you hold relevant competency qualifications such as:  * Exercise to music/**group exercise** * Gym based exercise * Water based exercise * Games and activities (not pre-competency needed) |  |
| 1. Which age groups, genders and ability levels certain **session** are suitable and for whom they are not |  |
| 1. The proper dose/response stimulus according to the level of the individual **child/young person** |  |
| 1. The importance of considering the level of fitness, co-ordination and ability of **participates** in the planning process |  |
| 1. The physiological changes occurring in the body and how they affect planning choices |  |
| 1. Suitable personal maximum heart rates and effective target heart rate training zones based on an individual **participant’s** age and fitness levels |  |
| 1. The importance of educating **children and young people** to monitor their own exercise intensity, to include:  * Heart rate monitoring * Rate of Perceived Exertion (RPE) |  |
| 1. The effects of growth and changing hormone levels on the ability of **participants** to achieve control of static and dynamic movement and their spatial awareness |  |

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| **Suitable warm ups and cool downs for children and young people** | |
| 1. The reasons for warming up and cooling down |  |
| 1. The physiological changes that happen in **children and young people** during a warm up and cool down |  |
| 1. Games and other activities that can be used in a warm up and cool down for **children and young people** |  |
| 1. Possible structures of a warm up and a cool down |  |
| 1. The importance of specific warm ups in relation to the chosen type of activity, to include:  * Cardiovascular * Muscular Strength and Endurance * Range of Movement |  |
| 1. The progress of a warm up |  |
| **Suitable resistance training for children and young people** | |
| 1. Accepted guidelines for strength Training in **children and young people** including:  * avoiding lifting maximal weight before physical maturity * use of heavy weights * programming for developmental age of the participant * use of equipment * when it is acceptable to **programme** for progression in resistance, repetitions and sets * the importance of proper supervision |  |
| 1. A variety of resistance training methods/systems suitable for use by **children and young people**, e.g. circuit, multiple sets, supersets |  |
| 1. No weights Strength/Resistance Exercises including body weight base activities |  |
| 1. The value of using resistance training in relation to the individual’s **goals** and anticipated **adaptations** based on **evidence-based** guidelines |  |
| **Suitable cardiovascular training for children and young people** | |
| 1. Accepted guidelines for Cardiovascular Training in **children and young people** including:  * the use of interval training * Rate of Perceived Exertion * heart rate charts |  |
| 1. A variety of cardiovascular training methods and their value according to the needs of each individual participant e.g. continuous, interval, fartlek |  |
| 1. The dose/response relationship and required intensity of cardiovascular exercises to promote fitness improvement for **children and young people** which is **evidence-based** |  |
| 1. A range of cardiovascular exercises for:  * Coordination (general and specific) * Balance (static and dynamic) * Agility * Enrichment of quality of motor behavior and quality of movement |  |
| **Progression** | |
| 1. The importance of progress over a period time based on the relevant physiological changes that occur in **children and young people** |  |
| 1. Realistic expectations of rate of progression in **children and young people** |  |
| 1. Growth related factors and injuries such as:  * epiphyseal plate damage, Sever’s Disease, Osgood/Schlatter’s that may affect progression in certain components of fitness for **children and young people** * coordination, balance, MSE, cardiovascular capacity |  |
| 1. The progressive changes that can be made in terms of overload:  * Frequency, Intensity, Time, Type, Adherence * Rate, Resistance, Repetitions, Rest, Range of movement |  |
| **Planning specific exercise sessions** (you are only required to map to the relevant discipline/s) | |
| **Games** | |
| 1. A range of games including creative play and playground games, motor skill development drills and other activities including sports-derived games |  |
| 1. How to adapt tag style games and manage fun activities to the physical objective |  |
| 1. How to plan appropriate games options according to age group and gender mix of the target group or individual |  |
| **Gym based exercise** | |
| 1. The importance of already being a qualified gym instructing before working with **children and young people** in a gym setting |  |
| 1. Evaluating the benefit of using a cardiovascular machine against alternative cardiovascular exercise options such as playing games or sports for each individual |  |
| 1. Determining the suitability of a **child** specific cardiovascular machine or adult machine for use by a **child/young person** based on the ability to adjust it to allow a natural movement pattern and **safe** posture |  |
| 1. The various exercise options and **adaptations** that allow for individual differences, promote functional movement, and prevent pattern overload in **children** |  |
| **Exercise to music/group exercise** | |
| 1. The importance of holding a suitable group or exercise to music qualification before teaching **group exercise** to **children and young people** |  |
| 1. The possible challenges with coordination and learning choreography |  |

## Assessment Strategy: Plan exercise for children and young people

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Live case study **session** plan | * The learner must use an apparently healthy case study; the learner could be assessed creating suitable **session** plans for their live case study. * It is the responsibility of the training provider to ensure that the live case study the learner has chosen is suitable for this training. * The learner must create **session** plans for a group of **children** and a group of **young** **people** (minimum 6 participants in each group) . |
| Theoretical case study **session** plan | * The training provider could produce theoretical case studies for the learner to base their **session** plan on and be assessed on their knowledge and understanding. * The training provider must have at least two case studies for the learner to choose from. * The theoretical case study must include a range of health and lifestyle issues that will challenge the learner to be able to show their knowledge and understanding. * The learner must create **session** plans for a group of **children** and a group of **young** **people** (minimum 6 participants in each group). |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 6. Instruct exercise session for children and young people

* Prepare for the **session**
* Instruct the **session**, meeting the needs of the **children** or **young** **people**
* Instruct games, sport and play activities
* End the **session**

*Please note the additional knowledge criteria for specific disciplines in section 7.*

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| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Prepare for the session** | |
| 1. Provide suitable preparations to respond appropriately to any medical emergency |  |
| 1. Demonstrate ability to:  * ensure sufficient space * assemble resources * check equipment for safety and maintenance requirements |  |
| 1. Verbally screen all **participants** and respond to their needs |  |
| 1. Demonstrate communication of the type, level and demands of the **session** to enable **participants** and their parents/carers to make informed decisions about suitability |  |
| 1. Group **children and young people** according to peer groups and stages of maturation |  |
| **Task 2: Instruct the session, meeting the needs of the children or young people** | |
| 1. Deliver a planned or pre-designed youth fitness **session** to a group or individual that is safe, effective and enjoyable |  |
| 1. Provide clear instructions and use questions to confirm **participants’** understanding |  |
| 1. Correctly demonstrate exercises, techniques and equipment to **participants** relevant to the exercise discipline i.e. gym based, **group exercise**, one to one (see relevant **information** on specific exercise disciplines) |  |
| 1. Monitor participation and performance to identify signs of exercise intolerance or poor technique |  |
| 1. Regress or adapt exercises to enable **participants** to achieve correct posture and body alignment, range of motion, control, timing and form for all fitness exercises in a **session** |  |
| 1. Use suitable teaching skills for **participants** |  |
| 1. Modify **session** as required considering basic mechanics, safety and fitness outcomes. |  |
| 1. Respond to **participants** experiencing difficulties and answer questions as required. |  |
| 1. Providing a range of intensity and impact options |  |
| 1. Select equipment according to a **participant’s** height |  |
| 1. Manage risks as they arise in the session |  |
| 1. Recognise signs that indicate that exercise should be discontinued immediately |  |
| **Task 3: End the session** | |
| 1. Giving feedback to **participants** and their parents/carers collectively and individually regarding their performance |  |
| 1. Using appropriate questions to gain relevant **information** from **participants** and their parents/carers |  |
| 1. Put equipment away and assessing safety for future use |  |
| 1. Leaving **environment** in **safe** condition for future use |  |
| 1. Inform or agree with young **participants** and parents/carers the time, location and content of future **session**s |  |
| 1. Ensuring **participants** leave the fitness **environment** safely and that **younger children** are accompanied by a responsible adult as arranged |  |

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| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Prepare for the session** | |
| 1. The importance of making suitable preparations to respond appropriately to any medical emergency, and what kind of medical emergency may arise |  |
| 1. How to:  * ensure sufficient space * assemble resources * check equipment for safety and maintenance requirements |  |
| 1. How to verbally screen all **participants** and respond to their needs |  |
| 1. The importance of communicating the type, level and demands of the **session** to enable **participants** and their parents/carers to make informed decisions about suitability |  |
| 1. How to group **children and young people** according to peer groups and stages of maturation |  |
| **Task 2: Instruct the session, meeting the needs of the children or young people** | |
| 1. The importance of giving clear instructions and confirming **participants** understanding of the instructions. |  |
| 1. How to correctly demonstrate exercises, techniques and equipment to **participants** relevant to the exercise discipline i.e. gym based, **group exercise**, one to one (see relevant **information** on specific exercise disciplines) |  |
| 1. How to monitor and observe participation and performance and how to identify signs of exercise intolerance or poor technique |  |
| 1. How to regress or adapt exercises to enable **participants** to achieve correct posture and body alignment, range of motion, control, timing and form for all fitness exercises in a **session** |  |
| 1. Suitable teaching skills for **participants** to include use of:  * visual and verbal instruction * cueing * speed of instruction * ensuring **safe** transitions * observation * movement analysis * specific **adaptation** * communication skills * listening and response skills * motivation |  |
| 1. How to modify the **session** as required considering basic mechanics, safety and fitness outcomes. |  |
| 1. The importance of responding to **participants** experiencing difficulties |  |
| 1. Why it is important to allow questions as required without it distracting or impacting the **session** |  |
| 1. How to provide a range of intensity and impact options |  |
| 1. How to select equipment according to a **participant’s** height |  |
| 1. How to manage risks as they arise in the session and how to address them to prevent injury to **client**s |  |
| 1. How to develop a safe, effective, enjoyable and youth-friendly exercise and physical activity **environment**s to include:  * use of suitable equipment * suitable music |  |
| **Task 3: Instruct games, sport and play activities** (if applicable) | |
| 1. How games, sport and play activities can be included in a range of discipline focused exercise formats such as gym-based, exercise to music or water-based **session**s or used on their own to create a **session** |  |
| 1. A range of games including creative play, playground games, motor skill development drills, electronic dance mats, agility walls and similar Indoor activity options, sports-derived games and other options to improve health and fitness |  |
| 1. **Safe** set up, guidelines and supervision for each game, drill or activity including a basic risk assessment for any equipment and **environment** used |  |
| 1. How to select appropriate games options according to age group and gender mix of the target group or individual |  |
| **Task 4: End the session** | |
| 1. The importance of giving feedback to **participants** and their parents/carers collectively and individually regarding their performance |  |
| 1. How to use appropriate questions to gain relevant **information** from **participants** and their parents/carers |  |
| 1. The importance of putting equipment away and assessing safety for future use |  |
| 1. The importance of leaving the **environment** in **safe** condition for future use |  |
| 1. The importance of informing or agreeing with young **participants** and parents/carers the time, location and content of future **sessions** |  |
| 1. Why it is important to ensure **participants** leave the fitness **environment** safely and that **younger children** are accompanied by a responsible adult as arranged |  |

## Assessment Strategy: Instruct exercise session for children and young people

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| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheets | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets. |
| Instructing **session**s | * The learner must use a group of minimum six apparently healthy **children** and minimum six apparently healthy **young** **people**. The learner should be assessed instructing their live groups through their **session**. * The **session** must be between 30-60 minutes depending on the needs and **goal**s of the case study **client**. * The assessor must observe the full assessment, for more guidance see **Guidance of summative practical assessment** in the Endorsement Guide. * If you are giving the option for the learner to submit an online video assessment, please see the relevant **guidance** included in the Endorsement Guide. * It is the responsibility of the training provider to ensure that the live case study the learner has chosen is suitable for this training. * The training provider will be responsible for the supervision of the live case study exercise **session**. |
| Viva | * All practical observations must cater for the ability to ‘viva question’ the learner if there is some doubt on their competence in the criteria. * The assessor must record the question as well as the learner’s answer, and the learner must sign to ensure that this is a true reflection of their answer. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# 7. Instructing specific exercise sessions

***This section gives specific knowledge relevant to the discipline in which the YEI is already qualified***. The YEI must only instruct disciplines for which they currently hold specific competency-based qualifications such as gym-based exercise, exercise to music, water-based exercise unless these are fully built into the YEI qualification, therefore incorporating the knowledge and performance criteria from these specific standards.

**Gym based exercise**

* Instructing resistance machine lifts
* Instructing free weights (standing)
* Instructing free weights (bench) including Spotting
* Instructing cardiovascular machines

**Group exercise to music**

* Instruct group exercise to music

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| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Instructing resistance machine lifts** | |
| 1. How to identify when a machine is not suitable for use by a **child or young person** due to an inability to adjust it to accommodate correct body position and joint alignment. |  |
| 1. Correct lifting technique for all exercises on resistance machines to include:  * Leg Press * Leg Extension * Leg Curl * Seated and Standing Calf Raise * Bench Press * Pec Dec * Pullover * Shoulder Press * Lateral Raise * Upright Row * Seated Row * Lat Pulldown * Biceps Curl * Triceps Pushdown * Hip Extension * Seated Abduction * Seated Adduction * Any **child**-specific machine alternatives to these standard options |  |
| 1. Correct machine setup and adjustment and variables appropriate to each machine e.g. seat height, point of pivot, lever length, etc. |  |
| 1. The primary and secondary (where relevant) muscle groups involved in each exercise |  |
| 1. Which exercises are multiple and which are single joint exercises and their suitability for use by the **participant** |  |
| 1. How to perform a general and specific warm up prior to resistance training |  |
| 1. The pros and cons of the use of cardiovascular machines or body weight to effectively warm up for resistance exercise |  |
| **Task 2: Instructing Free Weights (Standing)** | |
| 1. The importance of focusing on movement quality and the use of a full range of movement for motor development in **children and young people** |  |
| 1. How to select appropriate equipment options based on evaluation of risk/benefit for the age group and exercise **environment** to include:  * Bodyweight * resistance bands * medicine balls * dumbbells * barbell |  |
| 1. Correct lifting technique for standing free weight (using any of the equipment options) lifts, to include:  * Dead Lift * Upright Row * Front Raise * Bicep Curl * Lateral Raise * Squat * Lunge * Shoulder Press * Triceps Extension |  |
| 1. The importance of correct body alignment and weight distribution through every phase of each exercise |  |
| 1. The primary and secondary (where relevant) muscle groups involved in each exercise |  |
| 1. Which exercises are multiple and which are single joint exercises and their suitability for use by the **participant** |  |
| 1. The various exercise options and **adaptations** that allow for individual differences, promote functional movement, and prevent pattern overload in **children and young people** |  |
| **Task 3: Instructing Free Weights (Bench) Including Spotting** | |
| 1. How to evaluate the safety risks of teaching a **child or young person** to perform exercises that require a spotter, including the potential risk of them attempting to spot another **child or young person** on another occasion when the YEI is not present |  |
| 1. Correct lifting technique for free weight lifts using a bench, to include:  * Bench Press (Flat/Incline) * Lying Triceps Extension * Single Arm Row * Bent Arm Pullover * Supine Dumbbell Flies (Flat/Incline) * Dumbbell Chest Press * Dumbbell Prone Flies or Prone Row |  |
| 1. How to perform **safe** and effective spotting techniques to use with **children and young participants** |  |
| 1. The various **adaptations** that may be required to allow for individual differences in **children and young people** |  |
| 1. How to instruct new resistance training exercises using multisensory **teaching methods** to include:  * visual demonstration * verbal explanation * rehearsal of the movement using no or light resistance |  |
| **Task 4: Instructing cardiovascular machines** | |
| 1. Determining the suitability of a cardiovascular machine for use by a **child or young person** based on the ability to adjust it to allow a natural movement pattern and **safe** posture |  |
| 1. Correct technique for using cardiovascular machines, to include amongst others:  * treadmill * rower * upright/recumbent stationary bike * elliptical/cross trainer |  |
| 1. Correct machine setup, variables appropriate to each machine and individual adjustment (e.g. seat height, duration, speed, etc.). |  |

**Group exercise to music**

* Instruct group exercise to music

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| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to Learning resources** |
| **Task 1: Instruct group exercise to music** | |
| 1. The structure of a group fitness to music class, to include:  * warm up, main activity, cool down. |  |
| 1. The required skills of an effective Youth group fitness to music instructor |  |
| 1. The basic moves for a youth group fitness to music class |  |
| 1. How to verbally and visually cue and instruct exercise routines in a timely and clear manner that is suited to the age group of the class **participants** including:  * use of body language * voice projection * different teaching points * demonstration from different angles and visual previews |  |
| 1. The advantages and disadvantages of choreographing a class to music for **children and young people** |  |
| 1. How to design choreography using different methods including ‘add on’ layering and holding patterns, or learn pre-designed choreography according to specific **programme** guidelines suitable for **children and young people** |  |
| 1. How to correctly deliver self- or pre-designed **programme** specific choreography |  |
| 1. How to use music that is suited to the age group of the target **participants** (tempo - bpm, language, speed) |  |
| 1. The appropriate music and beat for different components of a class |  |
| 1. The different ways music can be used:  * background * choreographed |  |
| 1. How music is built up:  * verse * pre-chorus * chorus * instrumental * bridges |  |
| 1. How to use music phrasing for exercise movement |  |
| 1. The national legal requirements and responsibilities relating to the use of music i.e. licensing for reproduction and public entertainment |  |

# 8. Evaluate and review exercise for children and young people

* Evaluate **session**

|  |  |
| --- | --- |
| **Performance Criteria**  Exercise professionals must be able to: | **Mapping to assessments** |
| **Task 1: Evaluate session** | |
| 1. Monitor and evaluate exercise **session** at appropriate intervals throughout the **session** |  |
| 1. Evaluate exercise **session** according to **participant**, parent or carer feedback, professional judgement and outcomes of **sessions** |  |
| 1. Gather **information** from **participants** to improve personal performance |  |
| 1. Use opportunities to collate and use feedback from:  * **participants** * parents/carers of **participants** * managers * coordinators * colleagues |  |
| 1. Review own performance and identify areas needing improvement |  |

|  |  |
| --- | --- |
| **Knowledge and understanding**  Exercise professionals must know and understand: | **Mapping to learning resources** |
| **Task 1: Evaluate session** | |
| 1. The importance of monitoring and evaluating the exercise **session** at appropriate intervals throughout the **session** |  |
| 1. How to evaluate the exercise **session** according to **participant**, parent or carer feedback, professional judgement and outcome of **session** |  |
| 1. The importance of gathering **information** from **participants** to improve personal performance |  |
| 1. Different opportunities to collate and use feedback from:  * **participants** * parents/carers of **participants** * managers * coordinators * colleagues |  |
| 1. The benefits of reviewing own performance and identifying areas needing improvement |  |

## Assessment Strategy: Evaluate and review exercise for children and young people

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| --- | --- |
| **To meet the performance criteria the training provider must use either all or a range of the following assessment methods:** | |
| **Assessment Method** | **Requirements of the assessment** |
| Worksheet | * A clear marking scheme must be given for each question in the worksheets. * The training provider must produce a marking scheme to assist with standardisation of marking worksheets |
| Reflective statement | * The learner will need to write a reflective statement, reflecting on the feedback from the **client** and their own reflection on their performance. * If the learner has used a theoretical case study, they must still reflect on their performance working with the **client**s throughout this course. |
| Viva | * All practical observations must cater for the ability to ‘viva question’ the learner if there is some doubt on their competence in the criteria. * The assessor must record the question as well as the learner’s answer, and the learner must sign to ensure that this is a true reflection of their answer. |
| Professional discussion with the assessor | * The questions must be pre-designed and given to the learner in advance of the assessment to allow them time to prepare. * The learner is able to bring notes into the professional discussion. * The professional discussion must be recorded, either written or audio recording, for purposes of quality assurance. |

# Scope/range/keywords

**Child (children)**

Children (approximate ages 6-11 years)

**Young person**

Young people (approximate ages 12-17 years)

**Programme(s)**

This refers to a group of sessions over a period of weeks or months.

**Session(s)**

Single classes or one to one session (normally 60 minutes in duration).

**Information**

1. personal goal
2. lifestyle
3. medical history
4. medications
5. physical activity history
6. physical activity preferences
7. time availability
8. likes and dislikes
9. attitude and motivation to participate
10. current fitness level
11. stage of readiness
12. psychological

**Group exercise**

A plan created for a group of clients to exercise together (6 or more).

**Participants**

1. more than one client
2. clients with specific fitness needs
3. clients with general health needs
4. beginners
5. experienced

**Client**

1. individual clients
2. clients with specific fitness needs
3. clients with general health needs
4. beginners
5. experienced

**Methods**

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

**Other healthcare professionals**

1. physiotherapists and medics
2. psychologists
3. physiologists
4. biomechanists
5. nutritionists/dietician
6. lifestyle support specialists
7. participants' social support network
8. senior instructors
9. tutors and assessors

**Legal and organisational procedures**

1. health and safety policies
2. control of substances hazardous to health (chemical handling)
3. reporting of injuries, diseases and dangerous occurrences regulations
4. accident reporting procedures
5. electricity at work regulations
6. first aid regulations
7. individual organisational policies and procedures
8. data protection laws
9. equality and diversity
10. Emergency Action Plan (EAP)
11. Normal Operating Procedures (NOP)
12. duty of care
13. safeguarding
14. manual handling
15. code of conduct
16. code of ethical practice
17. equipment storage
18. general maintenance
19. hazard identification
20. health, hygiene and cleaning
21. issue resolution
22. occupational health and safety
23. personal safety
24. reporting procedures
25. security procedures
26. stress management
27. use of personal protective equipment
28. waste disposal

**Goals**

1. short
2. medium
3. long
4. general health and fitness
5. physiological
6. psychological
7. lifestyle
8. social
9. functional ability

**Environment**

1. space
   1. gym
   2. studio
   3. sports hall
   4. layout
   5. temperature
   6. flooring
   7. lighting
   8. ventilation
2. noise level
3. use of music
4. equipment for the session
5. personal clothing and equipment
6. atmosphere and ambience

**Safe**

1. contraindications
2. key safety guidelines
3. guidance for special population clients
4. safe environment
5. suitable intensity and equipment for client

**Evidence-based**

To include:

1. main publications
2. major databases
3. systematic reviews
4. control trials
5. comparative studies
6. qualitative studies

**Learning styles**

1. visual
2. kinaesthetic
3. auditory
4. tactile

**Communication techniques**

1. interaction
   1. question and answer
   2. open-ended question
   3. reflecting answering
   4. simple explanations
   5. offering feedback
   6. active listening
   7. empathetic listening
   8. Using understandable terminology
2. observation
3. verbal - clear concise specific audible
4. body language
5. face-to-face
6. telephone
7. written (letters, email, posters)
8. social media
9. digital technology

**Motivational methods/techniques**

1. positive feedback
2. creating safe environment
3. effective communication techniques
4. behavioural modification techniques and strategies
5. use of intrinsic and extrinsic motivation
6. diary of behaviour
7. active listening
8. motivational interviewing
9. giving feedback
10. during exercise – cuing, voice modulation, stressing goals of exercise, feedback on performance

**Teaching methods**

1. changing teaching positions
2. questioning to check understanding
3. allowing client to ask questions
4. making adaptations and progressions
5. mirroring
6. teaching points
7. visualisations
8. imagery
9. tactile cues
10. correction/adjustment (hands on correction/guidance)
11. demonstration
12. moving around the room
13. where to position yourself
14. linking moves
15. why it’s important to explain the principles as you teach
16. voice and pitch
17. how to try and achieve good posture and precision in the moves

**Adaptations**

You may need to adapt an exercise to support the client in performing it safely and effectively. You may need to adapt the exercise by adding equipment or other support methods.