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| **EQF Level 3 Group Fitness Instructor**  **Knowledge, Skills and Competencies**  **Mapping Toolkit** |

In this mapping toolkit you will find all the knowledge, skills and competency requirements which you will need to part-map your Group Fitness Assessed training programme in order for it to be endorsed for recognition by REPs Ireland. You will also need to part-map your programme to the Core Knowledge toolkit for L3 Fitness and Group Exercise Instructors.

**Overview**

* Knowledge and understanding to be able to plan, teach and evaluate group fitness classes.
* Basic understanding of Health and Safety issues, including responding to emergencies.
* Basic understanding and application of the skills involved in the supporting of participants in developing and maintaining fitness.

**Knowledge, skills and competencies**

1. **Group Fitness Instruction – Core Knowledge**

1.1 Gather Participant Information

1.2 Inform Participants of Programme Benefits and Target Audience

1.3 Delivering a Group Fitness class

1.4 Ending a Class, Giving/Gaining Feedback

1. **Group Fitness to Music**

2.1 Teaching Group Fitness to Music

2.2 Music and Choreography

2.3 Methods of Choreography

2.4 Group Fitness to Music Guidelines

*Acknowledgement: EuropeActive*

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**How to use this toolkit**

Using the righthand column, indicate where in your training materials the evaluator can see the relevant criteria evidenced. Use the third column to indicate the assessment method and materials used to assess the criteria, see example below:

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| **Content Summary and Learning Outcomes** | **Where can the evidence be found?** | **Where and how will it be assessed?** |
| **Learners should demonstrate knowledge and understanding of:** | | |
| * 1. **Individual Instruction – Core Knowledge** | | |
| **2.1.1 Designing an Individual Fitness Programme** | | |
| * The structure of an individual fitness programme, to include: Warm-up, Main activity, Cool down |  |  |
| * Designing an individual fitness programme | *Slide 9 of PowerPoint* | *Included in worksheet 2* |
| * The necessary skills of an effective and qualified fitness instructor. | *Slide 10 of PowerPoint* | *Not assessed* |
| **2.1.2 Delivering a Fitness Session** | | |
| * The national legal responsibilities of the fitness instructor |  |  |
| * How to identify status of participants relative to screening information |  |  |
| * How to identify any changes required (alternatives/adaptations), to planned activities |  |  |
| * Health & Safety checks to be made, relevant to the exercise environment | *Page 3 of the manual* | *Included in worksheet 4* |
| * The information needed to respond appropriately to a medical emergency |  |  |
| * How to provide an appropriate plan for the sessions. |  |  |

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| **Content Summary and Learning Outcomes** | **Where can the evidence be found?** | **Where and how will it be assessed?** |
| **Learners should demonstrate knowledge and understanding of:** | | |
| **1. Group Fitness Instruction – Core Knowledge** | | |
| **1.1. Gather Participant Information** | | |
| * The importance of gathering information prior to the start of the class in relation to the participants and their needs to include: *new participants, programme experience, names, inquire about any injuries, check correct gear* The “EUROPEACTIVE Health Fitness Code of Ethics” or national standards and guidelines with reference to: *Competence, Confidentiality, Safety – this is specific to each country or adopt EUROPEACTIVE code of ethics.* |  |  |
| **1.2 Inform participants of Programme Benefits and Target Audience** | | |
| * Programme exercise goals and benefits and required level of fitness to participate |  |  |
| * For whom the programme is suitable and for who not |  |  |
| * Mention intensity and impact options. |  |  |
| **1.3 Delivering a Group Fitness Class** | | |
| * How to design or deliver pre-designed group fitness programme content |  |  |
| * For whom the programme is suitable and for who not |  |  |
| * Provide intensity and impact options |  |  |
| * The national legal responsibilities of a group fitness instructor |  |  |
| * How to identify any changes required (options/alternatives/adaptations), to planned exercises |  |  |
| * The information needed to respond appropriately to a medical emergency. |  |  |
| **1.4 Ending a Class, Giving/Gaining Feedback** | | |
| * Giving feedback to the group and individual participants regarding their performance |  |  |
| * Using appropriate questions to gain relevant information |  |  |
| * Evaluating own performance against programme guidelines and criteria |  |  |
| * Ensuring participants leave the class safely |  |  |
| * Leaving environment in safe condition for future use |  |  |
| * Thanking and inviting participants for the next class. |  |  |

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| **2. Group Fitness to Music** | | |
| **Learners should demonstrate knowledge and understanding of:** | | |
| **2.1 Teaching Group Fitness to Music** | | |
| * How to move to the beat of the music |  |  |
| * The structure of a group fitness to music class, to include: *Warm up, main activity, cool down.* |  |  |
| * The required skills of an effective group fitness to music instructor |  |  |
| * How to use music to motivate participants |  |  |
| * The basic moves for a self-designed group fitness to music class |  |  |
| * The exact moves in a pre-designed exercise to music class |  |  |
| * How to move in different movement planes and use directional changes |  |  |
| * How to make transitions and link exercises |  |  |
| * How to verbally and visually cue and instruct exercise routines timely and clearly, *including the use of body language, voice projection, different teaching points, demonstration from different angles and visual previews.* |  |  |
| **2.2 Music and Choreography** | | |
| * The advantages and disadvantages of using music |  |  |
| * The slow and fast beat (i.e. Beats Per Minute) |  |  |
| * The up- and downbeat |  |  |
| * Appropriate music and beat for different components of a class |  |  |
| * Using music phrasing for exercise movement |  |  |
| * National legal requirements and responsibilities relating to the use of music |  |  |
| * The different ways music can be used: *Background, choreographed* |  |  |
| * How music is built up: Verse, Pre-chorus, Chorus, Instrumental, Bridges. |  |  |
| **2.3 Methods of Choreography** | | |
| * How to design choreography using different methods including ‘add on’ layering and holding patterns, or learn pre-designed choreography according to specific programme guidelines |  |  |
| * How to correctly deliver self- or pre-designed programme specific choreography. |  |  |
| **2.4 Group Fitness to Music Guidelines** | | |
| * Their legal and insurance responsibilities in respect of the national guidelines:   *Identify any changes required (alternatives/adaptations), to planned class activity, identify Health & Safety checks made relevant to the exercise environment, identify the information needed to respond appropriately to a medical.* |  |  |