NCFE Active IQ Level 2 Certificate in Group Training
QN: 603/3363/7



Qualification Specification

Qualification summary

Qualification title	**NCFE Active IQ Level 2 Certificate in Group Training**
Ofqual qualification number (QN)	603/3363/7
Guided learning hours (GLH)	78
Total qualification time (TQT)	121
Minimum age	16 Please note: 16- to 18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.
Qualification purpose	This qualification is designed to provide learners with the knowledge and skills needed to be able to plan, deliver and supervise safe and effective group training sessions.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
Endorsement	This qualification is mapped to the CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) Core Group Exercise Instructor Professional Standard. Learners successfully completing this qualification will have met the requirements of the CIMSPA Core Group Exercise Instructor Professional Standard and can use the qualification as evidence when applying for the relevant CIMSPA professional status. CIMSPA® Endorsed | Professional Standards
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3363/7.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the website.

Aims and objectives

This qualification aims to:

- focus on the study of group training
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry

This qualification is designed for learners wishing to pursue a career in the health and fitness sector as group trainers.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary. There is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication pitched at level 2. Some experience of group training classes is highly recommended.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **four units** from the mandatory units and at least **one unit** from the optional units.

Please refer to the list of units in appendix A for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification.

Progression

Learners who achieve this qualification could progress to the following:

- further education:
  - NCFE Active IQ Level 3 Diploma in Gym Instructing and Personal Training.

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 2 Certificate in Group Training.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

Unit 01 Principles of anatomy, physiology and fitness (A/616/7499)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the skeletal system and the effects of exercise	1.1 Identify the structures of the skeletal system
	1.2 Outline the functions of the skeleton
	1.3 List and identify the location of the major bones
	1.4 List and identify the location of different types of bone
	1.5 Identify the structure of a long bone
	1.6 List the different types of joint
	1.7 Identify different types of synovial joint
	1.8 Describe the structures of a synovial joint
	1.9 Describe the joint actions possible at different joints
	1.10 Describe optimum postural alignment
	1.11 Describe postural deviations
	1.12 Describe the immediate effects of exercise on the skeletal system
	1.13 Describe the long-term effects of exercise on the skeletal system
	1.14 Describe changes to the skeletal system throughout a person's lifespan
2. Understand the neuromuscular system and the effects of exercise	2.1 List and give examples of the different types of muscle tissue
	2.2 Identify the basic structure of skeletal muscle
	2.3 Identify the function of skeletal muscle
	2.4 List and identify the location of the major anterior and posterior muscles
	2.5 Describe the principles of how skeletal muscles work
	2.6 Describe different types of muscle contraction
	2.7 List the joint actions brought about by specific muscles
	2.8 Identify different types of muscle fibre
	2.9 Identify the structure of the nervous system
	2.10 Outline the function of the nervous system
	2.11 Describe the immediate effects of exercise on the neuromuscular system
	2.12 Describe the long-term effects of exercise on the neuromuscular system
	2.13 Describe changes to the neuromuscular system across a person's lifespan
3. Understand the cardiovascular and respiratory systems, and the effects of exercise	3.1 Describe the structure and function of the heart
	3.2 Describe the structure and function of: • blood • blood vessels.
	3.3 Describe the structure and function of the lungs
	3.4 Identify the main muscles involved in breathing
	3.5 Describe the passage of air through the respiratory tract
	3.6 Describe gaseous exchange in the lungs
	3.7 Describe gaseous exchange in the muscles
	3.8 Describe systemic and pulmonary circulation
	3.9 Describe the immediate effects of exercise on the cardiovascular and respiratory systems

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.10 Describe the long-term effects of exercise on the cardiovascular and respiratory systems
	3.11 Describe changes to the cardiovascular and respiratory systems across a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Describe the role of adenosine triphosphate (ATP) in energy production in the body
	4.2 List the three main energy systems that resynthesise adenosine triphosphate
	4.3 Describe how macronutrients contribute to the production of ATP
	4.4 Describe how the three energy systems are used during aerobic and anaerobic exercise
	4.5 Describe the interaction of the energy systems during exercise
	4.6 Describe how intensity and duration influence the energy systems utilised by the body.
5. Understand the structure and function of the digestive system	5.1 Describe the function of each section of the **alimentary canal**
	5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved
	5.3 Explain the role of dietary fibre in the maintenance of gut function
	5.4 Explain the role of the liver and pancreas in the digestive process
	5.5 Describe timescales for digestion
	5.6 Explain the role of fluid in digestion
6. Understand health and well-being	6.1 Define the **components of health and well-being**
	6.2 Describe factors that affect health and well-being, including the effects of lifestyle choices
	6.3 Identify the role of activity and exercise in maintaining and managing health and well-being
	6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being
7. Understand the components of fitness and the effects of exercise	7.1 Outline the components of physical fitness
	7.2 Describe the physiological effects of exercise on each component of fitness
	7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness
	7.4 Describe factors affecting physical fitness
	7.5 Describe exercise contraindications and safety considerations for special populations

Range
5. Understand the structure and function of the digestive system
5.1 Alimentary canal: • mouth • oesophagus • stomach • small intestine • large intestine.

6. Understand health and well-being
6.1 Components of health and well-being to include: • physical • mental • emotional • social.

Unit 02 Professionalism for group training (D/617/1108)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**14 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the legal and professional requirements for group training	1.1 Summarise the key principles of the Equality Act 2010 and how this relates to group training
	1.2 Describe the legal and ethical responsibilities regarding screening, recording information, record-keeping and client confidentiality
	1.3 Describe the scope of practice of a group trainer
	1.4 Explain the insurance requirements when working as a group trainer
	1.5 Explain the importance of having appropriate insurance when working as a group trainer
	1.6 Explain the licensing requirements when working as a group trainer, for example, music brands
2. Understand how a group trainer can help all types of customer to have a positive exercise experience	2.1 Compare the differing needs of group training customers
	2.2 Identify ways that group training can meet the needs of different customers
	2.3 Identify ways that a group trainer can help customers have a positive exercise experience
	2.4 Identify ways that a group trainer can build social support and inclusion within an exercise environment
	2.5 Identify ways that a group trainer can obtain feedback from customers to support continued exercise adherence
3. Understand the range of group training sessions offered by trainers and facilities	3.1 Identify the main types of group training sessions offered by trainers and facilities
	3.2 Explain how to match customer needs to group training sessions offered by trainers or facilities
	3.3 Explain the importance of customer retention for group trainers and facilities
4. Understand the skills, motivations and behaviours needed by group trainers	4.1 Describe the common characteristics of people/ individuals who provide excellent customer care
	4.2 Describe the features of personal presentation that will make a positive impression on customers
	4.3 Explain the importance of making a positive first impression on customers
	4.4 Describe the attitude required when communicating with customers
	4.5 Describe how to carry out routine customer care tasks in a way that shows consideration for customers
	4.6 Explain the concept of professionalism
	4.7 Explain the importance of collaborative working in the delivery of an excellent customer experience
	4.8 Identify ways that a group trainer can positively influence customer retention
	4.9 Identify ways that a group trainer can build a rapport with customers
	4.10 Explain the importance of group trainers making themselves available and approachable to users, for example, being available prior to a class/session
	4.11 Describe the differences between intrinsic and extrinsic motivators

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.12 Identify the personal values of group trainers that motivate others to participate in exercise
5. Understand how to interact with customers in different situations	5.1 Describe how to communicate with dissatisfied customers
	5.2 Describe the skills required to deal with potentially volatile or unpleasant situations
	5.3 Identify responses and actions that may make problems worse
	5.4 Describe how to adapt their communication style, attitude and response to meet individual customer needs
	5.5 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances
	5.6 Explain how, when and to whom problems can be referred to
6. Understand personal and professional development	6.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development (CPD)
	6.2 Define CPD
	6.3 Explain the benefits of CPD for self, clients and organisations
	6.4 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice
	6.5 Describe how to work with others to evaluate own skills, knowledge and practice
	6.6 Explain how to plan CPD
	6.7 Outline the roles and support available from the national governing body and professional associations to support CPD
7. Understand the requirements of running own business	7.1 Explain the **requirements** for the self-employed in the UK
	7.2 Describe the insurance requirements for being self-employed
	7.3 Explain the importance of self-promotion and marketing own brand for business success
	7.4 Explain how to promote your business and services
	7.5 Explain the **demands** of running a successful business
	7.6 Explain how to use social media profiles as a group trainer
	7.7 Describe the benefits and risks of using social media platforms

Range
7. Understand the requirements of running own business
7.1 Requirements to include: • registration • keeping business records • completing a self-assessment tax return • paying income tax • business expenses. **7.5 Demands** to include: • strategic planning (activities and finances) • marketing • regular reporting • reviewing performance.

Unit 03 Health and safety in a group training environment (H/617/1109)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**8 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace
	1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace
	1.3 Outline the health, safety and insurance requirements when hiring venues or facilities
	1.4 Explain the term 'duty of care' relating to the health and safety of self and others
	1.5 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace
	1.6 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a group training environment	2.1 Describe the differences between a 'hazard' and a 'risk'
	2.2 Identify the common hazards that may occur in a group training environment
	2.3 Identify the five steps of risk assessment
	2.4 Describe how to deal with common hazards and manage risk in the group training environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having **written systems of work**
	3.2 Describe the key areas that should be included in a normal operating procedure
	3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to clean and maintain portable equipment	4.1 Describe the checks required to ensure the safety and cleanliness of equipment
	4.2 List the cleaning substances that can be used to clean equipment
	4.3 Explain the importance of the safe storage and maintenance of equipment

Range
3. Understand normal and emergency operating procedures in the workplace
3.1 Written systems of work to include: • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessments.

Unit 04 Supporting behaviour change and healthy lifestyles (Y/617/1110)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Mandatory	**Achieved/not yet achieved**	**Level 2**	**6 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know how to consult and support clients to change their exercise behaviour	1.1 Identify methods used to screen clients, gather relevant information, and obtain informed consent for exercise participation
	1.2 Identify commonly used risk-stratification models for assessing client readiness for exercise
	1.3 Describe barriers to changing exercise behaviour
	1.4 Describe motivators for changing exercise behaviour
	1.5 Outline strategies for overcoming barriers and building client motivation
	1.6 Explain how to use communication to support clients at different stages of changing exercise behaviour
	1.7 Describe **different approaches** to supporting clients to change their exercise behaviour
	1.8 Explain how specific, measurable, achievable, relevant and time-bound (SMART) goals can be used to support clients to change their exercise behaviour
	1.9 Differentiate between process and outcome goals that support client motivation and goal achievement
	1.10 Identify safe and realistic timeframes for the achievement of group goals
	1.11 Identify ways to monitor and review group progress
	1.12 Identify methods for recording and storing client information
	1.13 Identify professionals who can support the client when their needs go beyond the scope of practice
	1.14 Identify when to refer or signpost a client to other professionals
2. Understand the importance of a healthy lifestyle	2.1 Explain the health risks of being overweight or obese
	2.2 Describe the extent to which obesity affects people in the UK
	2.3 Explain the risks of an unhealthy lifestyle
	2.4 Explain the benefits of a healthy lifestyle
	2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions
	2.6 Identify sources of evidence-based, credible health and well-being information

Range:
1. Know how to consult and support clients to change their exercise behaviour
1.7 Different approaches to include: • motivational interviewing • a trans-theoretical model • rewards • cognitive reframing.

Unit 05 Planning and instructing group training sessions (D/617/1111)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 2**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know how to plan safe and effective group training sessions	1.1 Describe a safe and effective session structure
	1.2 Identify safe and effective exercises and equipment for inclusion in group training sessions
	1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs
	1.4 Identify different ways of using music in a group training session
	1.5 Describe the purpose of a warm-up and cool-down
	1.6 Describe appropriate exercises for inclusion in a warm-up and cool-down
	1.7 Describe the purpose and benefits of cardiovascular exercise
	1.8 Describe the purpose and benefits of muscular fitness and resistance exercises
	1.9 Describe the purpose and benefits of flexibility exercises
	1.10 Describe appropriate exercises for improving **components of fitness**
	1.11 Describe different methods for monitoring exercise intensity
	1.12 Explain how **small equipment** can be incorporated into group training sessions
2. Be able to plan a safe and effective group training session	2.1 Identify potential risks and hazards that may affect the safety of clients in the chosen group training environment
	2.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals
	2.3 Plan a safe and effective group training session to meet clients' needs and incorporate different components of fitness
	2.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs
	2.5 Select appropriate **types of music** for the group training session if applicable
	2.6 Record the session plan using an appropriate format
3. Be able to deliver a safe and effective group training session	3.1 Use appropriate techniques and communication skills to: • greet clients • build a rapport • gather information and check readiness to exercise.
	3.2 Provide appropriate **advice and guidance** in response to information gathered
	3.3 Use appropriate **instructional and coaching methods** to support clients' performance
	3.4 Use appropriate music for components, where applicable, for example, genre, speed, volume
	3.5 Use a head microphone, where appropriate, to include: • correct set-up • management of voice projection • use of appropriate volume.
	3.6 Use appropriate exercises and movement patterns to accommodate different clients' needs

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.7 Instruct a safe and effective warm-up
	3.8 Instruct a safe and effective cardiovascular component
	3.9 Instruct a safe and effective muscular fitness component
	3.10 Instruct a safe and effective cool-down component
	3.11 Explain the appropriate health and safety considerations to clients
	3.12 Monitor exercise intensity
	3.13 Monitor exercise safety
	3.14 Adapt or modify exercises, as appropriate, to accommodate clients' needs
	3.15 Respond accurately/appropriately to clients' questions
	3.16 Use motivation techniques that are appropriate to the component and clients' needs
	3.17 Use appropriate language and tone that is clear, encouraging and supports clients' goals
4. Be able to evaluate own practice	4.1 Gather feedback from clients to review and evaluate practice
	4.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs
	4.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs
	4.4 Evaluate the effectiveness of communication for meeting clients' needs
	4.5 Identify ways to improve instructional and coaching skills and communication
	4.6 Identify ways to improve session content for meeting clients' needs

Range
1. Know how to plan safe and effective group training sessions
1.10 Components of fitness to include: • muscular strength and endurance • cardiovascular • flexibility and mobility • motor skills. **1.12 Small equipment** for example: • dumbbells • barbells • resistance bands • balls • plyo box • foam rollers • tyres • battle ropes.
2. Be able to plan a safe and effective group training session
2.5 Types of music for example: • atmosphere • motivation • speed • genre

- lyrics
- background.

3. Be able to deliver a safe and effective group training session

3.2 Advice and guidance to include:

- when to signpost to a medical professional
- when to defer
- when to allow participation.

3.3 Instructional and coaching methods to include:

- demonstration
- explanation
- observation
- eye contact
- body language
- change of teaching position
- correction
- adaptation
- coaching points
- cueing
- praise and encouragement
- scripting
- use of voice, to include:
  - tone
  - pitch
  - variation in volume
  - use of silence/no vocals.

Unit 06 Planning and instructing group training to music sessions (H/617/1112)

Assessment			
Internally assessed and externally quality assured portfolio of evidence			
Optional	**Achieved/not yet achieved**	**Level 2**	**20 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Know how to plan safe and effective group training sessions	1.1 Describe a safe and effective session structure
	1.2 Identify safe and effective exercises/equipment for inclusion in group training sessions
	1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs
	1.4 Describe the purpose of a warm-up and cool-down
	1.5 Describe appropriate exercises for inclusion in a warm-up and cool-down
	1.6 Describe the purpose and benefits of cardiovascular exercise
	1.7 Describe the purpose and benefits of muscular fitness and resistance exercises
	1.8 Describe the purpose and benefits of flexibility exercises
	1.9 Describe appropriate exercises to improve different **components of fitness**
	1.10 Describe different methods for monitoring exercise intensity
	1.11 Explain how small equipment can be incorporated into group training sessions, for example, dumbbells, barbells, resistance bands and steps
2. Understand how music and choreography can be incorporated in group training sessions	2.1 Identify **different ways of using music** to plan a group training to music session
	2.2 Identify **types of music** to use for different components of a session
	2.3 Identify different dance, movement and exercise styles that can be integrated within a group training to music session
	2.4 Identify different choreography methods that can be used to structure a group training to music session
	2.5 Describe different **methods** of adapting choreography to accommodate different abilities and maintain class enjoyment
	2.6 Explain how changes to choreography affect intensity and complexity
	2.7 Describe the **instructional skills** required to instruct a group training to music session
3. Be able to plan a safe and effective group training to music session	3.1 Identify potential risks and hazards that may affect the safety of clients in the chosen training environment
	3.2 Select safe and effective exercises for all components of the session, which meet clients' needs, abilities and session goals
	3.3 Plan a safe and effective group training to music session to meet clients' needs and incorporate different components of fitness
	3.4 Plan adaptations and modifications to regress, progress and accommodate different clients' needs
	3.5 Use an appropriate music breakdown to plan a group training to music session
	3.6 Select appropriate **types of music** to use for different components of an exercise to music session
	3.7 Select appropriate dance and/or choreography styles to integrate within an exercise to music session

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
	3.8 Use appropriate **methods** of adapting choreography to accommodate different abilities and maintain enjoyment
	3.9 Record the session plan using an appropriate format
4. Be able to deliver a safe and effective group training to music session	4.1 Use appropriate techniques and communication skills to: • greet clients • build a rapport • gather information and check readiness to exercise.
	4.2 Provide **advice and guidance** in response to information gathered
	4.3 Use appropriate **instructional and coaching methods** to support clients' performance
	4.4 Use appropriate music for components, where applicable, for example, genre, speed, volume
	4.5 Use appropriate movement and choreography patterns to accommodate different participants' needs
	4.6 Work to the music for appropriate components of the group training session
	4.7 Use of **different choreography** approaches
	4.8 Use a **head microphone** where appropriate
	4.9 Use appropriate exercises and movement patterns to accommodate different clients' needs
	4.10 Instruct a safe and effective warm-up
	4.11 Instruct a safe and effective cardiovascular component
	4.12 Instruct a safe and effective muscular fitness component
	4.13 Instruct a safe and effective cool-down component
	4.14 Explain the appropriate health and safety considerations to clients
	4.15 Monitor exercise intensity
	4.16 Monitor exercise safety
	4.17 Adapt or modify exercises, as appropriate, to accommodate clients' needs
	4.18 Respond accurately/appropriately to clients' questions
	4.19 Use motivation techniques that are appropriate to the component and clients' needs
	4.20 Use appropriate language and tone that is clear, encouraging and supports clients' goals
5. Be able to evaluate own practice	5.1 Gather feedback from clients to review and evaluate practice
	5.2 Evaluate the safety and effectiveness of session structure, music, choreography and selected exercises for meeting clients' needs
	5.3 Evaluate the effectiveness of instructional and coaching skills for meeting clients' needs
	5.4 Evaluate the effectiveness of communication for meeting clients' needs
	5.5 Identify ways to improve instructional and coaching skills and communication
	5.6 Identify ways to improve session content for meeting clients' needs

Range
1. Know how to plan safe and effective group training sessions
1.9 Components of fitness to include: • muscular strength and endurance: body weight and use of small equipment • cardiovascular: low- and high-impact • flexibility and mobility: static and dynamic stretching • motor skills: coordination and balance.
2. Understand how music and choreography can be incorporated in group training sessions
2.1 Different ways of using music to include: • beats, phrases and blocks • choreography approaches, verse and chorus, 32 beat blocks. **2.2 Types of music** to include: • speed/beats per minute (bpm) • rhythm and tempo • genre • atmosphere • motivation • lyrics. **2.5 Methods** to include: • base moves (basic foot movement patterns) • travel • directional changes, including turns • rhythm and speed • levers • arm patterns • impact • plane. **2.7 Instructional skills** to include: • mirroring • right footing • cueing to music • demonstration • scripting.
3. Be able to plan a safe and effective group training to music session
3.6 Types of music to include: • speed/beats per minute (bpm) • rhythm and tempo • genre • atmosphere • motivation • lyrics.

3.8 Methods to include:

- base moves (basic foot movement patterns)
- travel
- directional changes, including turns
- rhythm and speed
- levers
- arm patterns
- impact
- plane.

4. Be able to deliver a safe and effective group training to music session

4.2 Advice and guidance to include:

- when to signpost to a medical professional
- when to defer
- when to allow participation.

4.3 Instructional and coaching methods, to include:

- demonstration and mirroring
- explanation
- observation
- eye contact
- body language
- change of teaching position
- correction
- adaptation
- coaching points
- cueing
- praise and encouragement
- right footing
- use of voice, to include:
  - tone
  - pitch
  - variation in volume
  - use of silence/no vocals.

4.7 Different choreography to include:

- verse and chorus
- reverse pyramid
- link part to whole
- add-on
- layering
- cross-phrasing
- pure repetition.

4.8 Head microphone to include:

- correct set-up
- management of voice projection
- use of appropriate volume.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.

Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/616/7499	Principles of anatomy, physiology and fitness	2	30
Unit 02	D/617/1108	Professionalism for group training	2	14
Unit 03	H/617/1109	Health and safety in a group training environment	2	8
Unit 04	Y/617/1110	Supporting behaviour change and healthy lifestyles	2	6

Optional units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 05	D/617/1111	Planning and instructing group training sessions	2	20
Unit 06	H/617/1112	Planning and instructing group training to music sessions	2	20

Change history record

Version	Publication date	Description of change
AIQ005282	June 2018	Document published
AIQ007213	May 2026	Updates made to assessment method; the units are assessed by an internally assessed and externally quality assured portfolio of evidence. Minor wording updates have been made to assessment criteria (ACs) across all units to improve clarity and consistency. No changes to learning outcomes (LOs), unit structure or content requirements. Guided learning hours (GLH) have been updated from 40 to 78. Total qualification time (TQT) has been updated from 230 to 121.
v2.0	November 2026	Qualification title changed and template updated to new version.