iUSP148 – Planning studio cycling sessions

URN – F/617/5619

Guided Learning Hours: 15

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand the key concepts of studio cycling	1.1. Describe the history of studio cycling	• History – Goldberg and Schwinn • Brands, styles and components of bikes
	1.2. Identify the benefits of studio cycling	• General health and fitness • Agility • Functional strength • Co-ordination and balance • Muscular endurance • Flexibility • Cardiovascular • Weight loss • Rehabilitation • Non-weight bearing • Social interaction
	1.3. Explain the range of handle bar grips	• Traditional grips • Alternative grips
	1.4. Explain the importance of using efficient pedal strokes and cadence	• Components • Output • Cadence – revolutions per minute • Efficiency • Power
	1.5. Explain the difference between free and fixed wheel cycling	• Fixed wheel – indoor cycling • Free wheel – outdoor cycling

LO2 Understand the key considerations for studio cycling	2.1.	Explain the importance of posture for efficient breathing when cycling	• Correct posture when cycling • Breathing techniques • Importance of efficiency • Increased performance
	2.2.	Explain the importance of rehydration during studio cycling sessions	• Hydration requirements – benefits and effects on the body of fluid intake during exercise

LO3 Understand the use of music in studio cycling sessions	3.1.	Describe licensing arrangements when using music in studio cycling	• Copyright, Designs and Patents Act 1988 • (PPL) Phonographic Performance Ltd • Costs and Implications
	3.2.	List reasons to use a microphone in studio cycling sessions	• Health of instructor • Methods of voice projection • Motivation of class • Improved client participation • Effective cueing – verbal, visual and pre-cueing
	3.3.	Describe how to match music to different profiles/sections of the class	• Selecting music for the age range and lifestyle of the participant(s) • Time of year • Speed of music – rhythm, beat, lyrics, tempo etc. • Types of music • Sample of different playlists • Role of music in the spinning class • Examples of different types of music and how they can be used
	3.4.	List visualisation techniques used to motivate participants	• Warm-up • Flat sections • Sprints seated • Sprints standing (advanced) • Hill climbs • Jumps • Resistance • Cool down • Stretches

LO4 Know the safety considerations when teaching studio cycling sessions	4.1.	Describe the safety considerations relating to studio cycling	• Health and safety of environment • Potential risks associated with spinning • Safety and the user • Safety and the bike • Health screening • Participants' attire – clothing and correct footwear • Correct hydration • Ability of participant • Rest periods
	4.2.	Discuss common injuries caused by studio cycling	• Injuries to backs, knees, ankles, neck and arms • Strains • Sprains
	4.3.	Suggest how to minimise the risk of injuries	• Exercises are appropriate to individual's needs • Fitness goals • Ability of participant • Health of individual • Set up and position of bike • Posture • Riding positions • Pedal/handlebar height/adjustment • Brakes • Resistance • Over use • Teaching points • Correct demonstration of exercises by instructor • Observations/correction of participants • Only working within their own parameters and professional boundaries • Taking into consideration participants' injuries/health related issues

LO5 Be able to plan safe and effective studio cycling sessions	5.1.	Explain the different types of profiles that can be used to plan studio cycling sessions	• Warm-up • Flat sections • Sprints seated • Sprints standing (advanced) • Hill climbs

		• Jumps • Resistance • Cool down • Stretches

	5.2. Plan for studio cycling sessions	• Aims and objectives
		• Warm-up exercises
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used
		• Cool down
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used
		• Stretching exercises
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used

	5.3. Identify considerations/adaptations for:
	    • Equipment
	    • Facilities
	    • Clients
		• Equipment
		  - Spacing of bikes
		  - Maintenance of bikes
		  - Adjustment of bikes
		• Environment/facilities
		  - Health and safety of room/area
		  - Fire evacuation
		  - Temperature of room
		  - Size of area
		• Clients
		  - Previous experience/ability
		  - Participants' injuries/health related issues
		  - Adapting sessions for individual participants' needs
		  - Correct techniques are performed

LO6 Know how to carry out basic maintenance on studio cycles	6.1. Describe day to day maintenance of studio cycles	• Health and safety • Cleanliness of bikes • Visual checks • Checking of brakes/pedals/handlebars • Stability of bikes prior, during and after cycling sessions
	6.2. Describe weekly cycle maintenance	• Health and safety • Checking of moving parts • Locking mechanisms
	6.3. Describe monthly/quarterly cycle maintenance	• Health and safety • Checking brackets, pedals, saddles, brakes and brake pads, resistance chains/bands

Assessment	
Portfolio of evidence	Containing 3 practical performances

Guide to taught content
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator