iUSP153 – Planning group exercise to music sessions

URN – D/617/5630

Guided Learning Hours: 24

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to collect participant information	1.1. Explain the process of informed consent	• Ensuring the participant realises that the only reason information would be disclosed would be to ascertain permission to proceed with exercise to music from a GP or other medically trained practitioner • Any appropriate legislation e.g. Data Protection Act/GDPR • Confidentiality
	1.2. Describe different methods to collect participant information: • Questionnaire • Interview • Observation • Physical measurements	• Good communication skills and barriers to effective communication • Demonstrating appropriate body language • Trust • Professionalism, confidence and enthusiasm • Confidentiality • PARQ test • Ensuring the correct information is taken from the participant • Ensure the participant gives sufficient detail regarding their health and background and realises the importance of gaining GP's permission in the relevant circumstances
	1.3. Describe how to determine which methods of collecting information are appropriate according to the situation	• Private comfortable area • Positive body language • Positioning of the participant (no barriers between themselves and participant) • Ensuring the participant feels able to confide in the exercise teacher where necessary • Discussion • PARQ test

	1.4.	Explain the principles of screening participants prior to exercise to music to include the use of the physical activity readiness questionnaire (PARQ)	- Professionalism, confidence and enthusiasm - Confidentiality - Participants lifestyle - Participants profile - Medical history - Current health status - Any physical needs - Exercise history, preferences, fitness - Any contra-indications to the session - Participant's personal goals e.g. healthy eating, weight loss, weight gain, improved fitness/flexibility etc. - The importance of planning a session bearing in mind the participant's religious, moral and social belief - Determining the nature and extent of the participant's needs - Agreement to the aims of the session - Where applicable clarify with the participant's information which may be available to others, e.g. relevant health care workers - Obtain the participant's signature
LO2 Understand how to use participant information to plan group exercise to music	2.1.	Describe the factors based on client screening, which affect safe exercise participation	- Any recent injuries including fractures, strains, sprains, ruptures or tears - Heart conditions or any history of heart disease - High blood pressure unless medical permission has been granted - Any acute fevers including influenza, glandular fever, common cold, etc. - Any inflammatory joint conditions including arthritis, rheumatoid arthritis, osteoarthritis - Any neurological disorders including strokes, multiple sclerosis unless medically supervised - Any undiagnosed illness - Any musculoskeletal problems including joint or back pain - Any pain and soreness in muscles caused by trauma or injury - Pregnancy – medical permission must be sought before continuing - After a heavy meal or under the influence of alcohol - If over-tired or exhausted - If under the influence of painkilling drugs - If there has been any difficulty with exercise in the past

		• For people over the age of 50 a medical check-up should be sought before starting an exercise programme or anybody with the following conditions: - Obese people - History of heart problems in the immediate family - Hypertensives - Diabetics unless medical permission is sought - Any history of lung problems including asthma, bronchitis, emphysema - Smokers - Skin infections or open wounds
	2.2. Give examples of how participant information could affect the planning of group exercise to music	• Exercises are appropriate to individual's needs • Fitness goals • Ability of participant • Health of individual
	2.3. Identify the reasons for temporary deferral of exercise	• Only working within their own parameters and professional boundaries • Injuries • Any health related issues
	2.4. Explain the reasons for referring participants to other professionals	• Understanding when to refer participants to others • Understanding when a participant may be contra-indicated to exercise to music and at what point GP's permission should be sought • Referral procedures

LO3 Understand how to plan group exercise to music	3.1. Describe how to plan exercise to music to meet the needs of clients with different objectives	• Target audience - Beginner/inexperienced - Over 50/60 - Overweight - Unfit - Teenager - Pregnancy - Post-natal - Stress - Arthritic - Asthmatic - High blood pressure

		• Session duration • Intensity of session • Equipment needed • Speed of music

	3.2. Identify a range of group exercises to music, to develop:
	   • Cardiovascular fitness
	   • Muscular fitness
	   • Flexibility
	   • Motor skills
		• Aims and objective
		• Warm up exercises
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used
		• Stretching exercises
		  - Reasons why these are important
		  - Teaching points
		  - Dynamic stretches during warm up
		  - Developmental stretches
		  - Static
		  - Correct use of stretch bands and/or free weights and or body bar
		• The main core/conditioning phase/aerobics
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used
		• Muscular strength and endurance
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used
		• Relaxation/cool down
		  - Reasons why these are important
		  - Teaching points
		  - Muscles used

	3.3. Identify a range of equipment used in group exercise to music and its uses	• Free weights • Stretch bands • Stability balls • Mats • Steps
	3.4. Describe how to plan group exercise to music using circuit formats	• Aims and objectives • Understanding all physical and technical demands of the session • Preparation

			• Music
			• Routine
			• Equipment
			• Recording of progress
			• Use of circuit cards

LO4 Understand how to use music to enhance group exercise	4.1.	Describe how to select speed and type of music as appropriate to the participants and phase of the class	• Selecting music for the age range and lifestyle of the participant(s)
			• Time of the year
			• Speed of the music – rhythm, beat and temp
			  - Type of exercise class:
			    ▪ ETM
			    ▪ Step
			    ▪ Free weights
			    ▪ Circuits
			    ▪ Body conditioning
			    ▪ Stretch bands
			    ▪ Core stability
			  - Methods of voice projection
			  - Effective cueing
			    ▪ Verbal
			    ▪ Visual
			    ▪ Pre-cueing
			• Structure of music
			  - Beats
			  - Phrases
			  - Repeating patterns
			• Suitability of speed and type of music
			  - Advantages and disadvantages of different types of music for different elements of the session

	4.2.	Describe the legal requirements covering the use of music	• Copyright, Designs and Patents Act 1988 • (PPL) Phonographic Performance Ltd
	4.3.	Describe the principals involved in developing choreography for a group exercise session	• Music choice • Individual participant, groups, participants with specific needs and participants with general health needs • Exercises • Ability • Time

		• Add on • Verse chorus • 32 count phrase • Layering • Holding patterns • Range of movement • Change of rhythm • Travel/change of direction • Turns • Change of lead leg • Arm line • Impact • Lever length

LO5 Be able to plan safe and effective group exercise to music	5.1. Identify objectives that are appropriate to: • The likely needs and potential of the participants • Accepted good practice in the industry • Own level of competence	• Aims and objectives • Activities • Problem areas • Likes and dislikes • Effectiveness and variety of movements • Any change in demand from participant • Any changes needed to enhance the programme • Whether routine meets with the participants' needs and expectations • Industry codes of practice • Organisations' policies and procedures • Own ability • Client confidence and ability
	5.2. Select exercises that will help clients to develop: • Cardiovascular fitness • Muscular fitness • Flexibility • Motor skills	• Warm up • Aerobics/step aerobics • Muscular strength and endurance • Stretch/flexibility/core stability ball • Cool down • Appropriate exercises for the class • Appropriate progression
	5.3. Plan safe and effective group exercise to music to achieve planned objectives for the session	• Identifying any likely hazards and assess the risks of these hazards • Ensuring the risks are minimal and to an acceptable level

		• Identifying any new risks during the session and take action to manage • Keeping records of maintenance up to date • Making suggestions and obtaining advice from relevant authorities to improve health and safety • Safe manual handling techniques • Risk assessment
	5.4. Select a range of exercises that are safe and appropriate for participants, including alternatives to potentially harmful exercises	• Warm up • Low impact aerobics • High impact aerobics • Muscular strength and endurance • Stretch/cool down/relaxation • Selecting alternative exercises for the less/more able participant(s) • Breaking down movements to their component parts

	5.5. Plan realistic timings and original choreography for sessions	• Instruction
		• Activity
		• Discussion
		• Client availability, time constraints and frequency
		• Choreography to include:
		  - Add on
		  - Verse chorus
		  - 32 count phrase
		  - Layering
		  - Holding patterns
		  - Range of movement
		  - Change of rhythm
		  - Travel/change of direction/turns
		  - Turns
		  - Change of lead leg
		  - Arm line
		  - Lever length

	5.6. Record plans in an appropriate format	• Aims and objectives • Lesson plans • Different choreography • Timings • Music used

		• Equipment required • Evaluation • Recording of evidence

Assessment	
Portfolio of evidence	Containing 3 performance evidence

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	16/08/2019	First published	Qualifications and Regulation Co-ordinator