

# iUSP156 – Instructing studio cycling sessions

URN – L/617/5638

**Guided Learning Hours: 13**

Learning outcome	Assessment criteria	Taught content to include
LO1 Be able to prepare for studio cycling sessions	1.1. Prepare area/environment for studio cycling sessions	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Floor surface/space</li> <li>• Ventilation</li> <li>• Temperature</li> <li>• Lighting</li> <li>• Music</li> <li>• Bike spacing</li> <li>• Access to hydration</li> <li>• Clean, hygienic working surroundings</li> <li>• Sufficient equipment to perform the task</li> </ul>
	1.2. Prepare equipment for studio cycling sessions	<ul style="list-style-type: none"> <li>• Bike preparation</li> <li>• Adjustment of seat, pedals and handlebars</li> <li>• Checking of brakes</li> <li>• Altering foot straps</li> <li>• Checking moveable parts</li> <li>• Check media player</li> <li>• Music</li> <li>• Microphone</li> <li>• Speakers</li> </ul>
LO2 Be able to prepare participants for studio cycling sessions	2.1. Welcome participants and make them feel at ease	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• New participants</li> <li>• Professionalism</li> <li>• Body language</li> <li>• Friendly atmosphere</li> </ul>

		<ul style="list-style-type: none"> <li>• All-inclusive</li> <li>• Open and closed questioning techniques</li> <li>• Support and guidance</li> </ul>
	2.2. Check participants' level of experience, ability and physical/medical condition	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Contra-indications</li> <li>• PAR-Q</li> <li>• Previous experience/ability</li> <li>• Participants' injuries/health related issues/medical conditions</li> </ul>
	2.3. Explain the aims, objectives and structure of the session	<ul style="list-style-type: none"> <li>• Aims and objectives of session</li> <li>• Adapting sessions for individual participants' needs</li> <li>• Identifying different methods of adapting exercises for different types of – clients, fitness levels, goals etc.</li> <li>• Progression and regression exercises</li> <li>• Speed</li> <li>• Intensity</li> <li>• Endurance</li> <li>• Hill climbs</li> <li>• Cardiovascular</li> <li>• Strength</li> <li>• Weight bearing/non-weight bearing</li> <li>• Tempo</li> <li>• Increase/decrease resistance</li> <li>• Warm-up</li> <li>• Cool down</li> <li>• Sprints (seated/standing)</li> <li>• Jumps</li> <li>• Stretches</li> </ul>
	2.4. Advise participants of emergency procedures	<ul style="list-style-type: none"> <li>• Health and safety procedures</li> <li>• Fire evacuation</li> <li>• Safety when using bikes</li> <li>• Check participant and equipment health and safety aspects</li> <li>• Monitor exercise intensity</li> <li>• First aid procedures</li> </ul>
	2.5. Instruct safe and effective set up of the cycle	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Instructor position</li> <li>• Communication skills</li> </ul>

		<ul style="list-style-type: none"> <li>• Observation of participants</li> <li>• Set up and position of bike</li> <li>• Pedal/handlebar height/adjustment</li> <li>• Brakes</li> <li>• Seat adjustment</li> <li>• Resistance</li> </ul>
	2.6. Explain health and safety factors	<ul style="list-style-type: none"> <li>• Posture</li> <li>• Riding positions</li> <li>• Hand grip</li> <li>• Rest breaks</li> <li>• Hydration</li> <li>• Working within own ability</li> <li>• Over use</li> <li>• Taking into consideration participants' injuries/health related issues</li> <li>• Breathing techniques</li> </ul>

LO3 Be able to instruct studio cycling sessions	3.1. Provide safe and effective explanations and demonstrations	<ul style="list-style-type: none"> <li>• Verbal and non-verbal communication</li> <li>• Re-enforced teaching points</li> <li>• Precise explanations</li> <li>• Using correct terminology</li> <li>• Instructors' fitness and positioning</li> <li>• Technically correct demonstrations</li> <li>• Music</li> <li>• Posture</li> <li>• Visual and verbal cues - clear, concise and correct</li> </ul>
	3.2. Move among group to monitor and correct performance	<ul style="list-style-type: none"> <li>• Change of teaching position</li> <li>• Observation from different angles</li> <li>• Correcting of individuals</li> <li>• Asking for feedback</li> </ul>
	3.3. Encourage breathing techniques appropriate for the training zone	<ul style="list-style-type: none"> <li>• Training zones</li> <li>• Correct breathing techniques used</li> <li>• Rate of perceived exertion (RPE)</li> <li>• Muscles involved</li> </ul>
	3.4. Offer alternatives/adaptations appropriate to individual needs	<ul style="list-style-type: none"> <li>• Providing exercises specific for the individuals' needs/requirements</li> </ul>

		<ul style="list-style-type: none"> <li>• Providing challenges by increasing intensity depending on level of fitness and ability</li> <li>• Well-rounded workout</li> <li>• Progression/regression</li> <li>• Offering alternative exercises where appropriate to suit ability, injuries etc.</li> </ul>
LO4 Be able to communicate effectively throughout studio cycling sessions	4.1. Use effective verbal and non-verbal communication techniques	<ul style="list-style-type: none"> <li>• Clear communication – verbal and non-verbal</li> <li>• Open questioning techniques</li> <li>• Use of clear, concise and appropriate terminology</li> <li>• Offer encouragement and support</li> <li>• Tone, pitch and projection of voice</li> <li>• Motivational</li> </ul>
	4.2. Use effective motivational skills to improve participants' performance	<ul style="list-style-type: none"> <li>• Communicating with clients in a way that makes them feel valued</li> <li>• Use motivational styles appropriate to the participants and the exercise format</li> <li>• Evaluate the designated exercises and alter if necessary</li> <li>• Encourage rapport</li> <li>• Positive praise/reinforcement</li> <li>• Motivation</li> <li>• Goal setting</li> <li>• Rewards</li> </ul>
	4.3. Use volume, pitch and projection of voice relative to the music	<ul style="list-style-type: none"> <li>• Methods of voice projection</li> <li>• Use of microphone</li> <li>• Choice of music appropriate to session</li> <li>• Counting</li> <li>• Visual cues</li> <li>• Volume</li> <li>• Tone</li> <li>• Pitch</li> <li>• Participant feedback</li> </ul>

LO5 Be able to evaluate studio cycling sessions	5.1. Provide feedback to participants on performance	<ul style="list-style-type: none"> <li>• Outcomes achieved</li> <li>• Effectiveness of the programme</li> <li>• Changes in the routines</li> <li>• Summary of session</li> </ul>
	5.2. Gain feedback from the participants on the session	<ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Feedback</li> <li>• Meeting the goals for the session</li> <li>• Effectiveness of the session</li> <li>• Encourage rapport</li> <li>• Discuss evaluation with participants</li> </ul>
	5.3. Evaluate own performance and effectiveness of session	<ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Adaptation of session</li> <li>• Identifying ways to improve the session</li> <li>• Personal growth</li> <li>• Self-awareness</li> <li>• Identify strengths and remove limitations</li> <li>• Identify life-long learning opportunities</li> </ul>
	5.4. Record action plan for improvement	<ul style="list-style-type: none"> <li>• Written feedback</li> <li>• Make changes to improve session from feedback given</li> <li>• Adaptations/progression/regression</li> <li>• Training diaries</li> <li>• CPD</li> </ul>

Assessment	
Internal practical test	Containing 2 practical performances
Portfolio of 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