

Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP156 - Instructing studio cycling sessions

Total contact tuition hours proposed: 13

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	<ul style="list-style-type: none"> College rules and regulations College mission statement ITEC rules and regulations Health & Safety Timetable Dates – holidays etc. Syllabus Recommended books 	<ul style="list-style-type: none"> Lecture Q&A Using all the documents listed to ensure the students understand the college expectations and their commitment to the course 	
Be able to prepare for studio cycling sessions			
Prepare area/environment for studio cycling sessions	<ul style="list-style-type: none"> Health and safety Floor surface/space Ventilation Temperature Lighting Music Bike spacing Access to hydration Clean, hygienic working surroundings Sufficient equipment to perform the task 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test 	2

Prepare equipment for studio cycling sessions	<ul style="list-style-type: none"> • Bike preparation • Adjustment of seat, pedals and handlebars • Checking of brakes • Altering foot straps • Checking moveable parts • Check media player • Music • Microphone • Speakers 		
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Be able to prepare participants for studio cycling sessions			
Welcome participants and make them feel at ease	<ul style="list-style-type: none"> • Introductions • New participants • Professionalism • Body language • Friendly atmosphere • All-inclusive • Open and closed questioning techniques Support and guidance 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	2
Check participants' level of experience, ability and physical/medical condition	<ul style="list-style-type: none"> • Screening • Contra-indications • PARQ • Previous experience/ability • Participants' injuries/health related issues/ medical conditions 		
Explain the aims, objectives and structure of the session	<ul style="list-style-type: none"> • Aims and objectives of session • Adapting sessions for individual participants' needs • Identifying different methods of adapting exercises for different types of – clients, fitness levels, goals etc. • Progression and regression exercises • Speed • Intensity • Endurance • Hill climbs • Cardiovascular • Strength • Weight bearing/non-weight bearing • Tempo • Increase/decrease resistance 		

	<ul style="list-style-type: none"> • Warm-up • Cool down • Sprints (seated/standing) • Jumps • Stretches 		
Advise participants of emergency procedures	<ul style="list-style-type: none"> • Health and safety procedures • Fire evacuation • Safety when using bikes • Check participant and equipment health and safety aspects • Monitor exercise intensity • First aid procedures 		
Instruct safe and effective set up of the cycle	<ul style="list-style-type: none"> • Demonstration • Instructor position • Communication skills • Observation of participants • Set up and position of bike • Pedal/handlebar height/adjustment • Brakes • Seat adjustment • Resistance 		
Explain health and safety factors	<ul style="list-style-type: none"> • Posture • Riding positions • Hand grip • Rest breaks • Hydration • Working within own ability • Over use • Taking into consideration participants' injuries/health related issues • Breathing techniques 		

Be able to instruct studio cycling sessions			
Provide safe and effective explanations and demonstrations	<ul style="list-style-type: none"> • Verbal and non-verbal communication • Re-enforced teaching points • Precise explanations • Using correct terminology • Instructors' fitness and positioning • Technically correct demonstrations 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	5

	<ul style="list-style-type: none"> • Music • Posture • Visual and verbal cues - clear, concise and correct 		
Move among group to monitor and correct performance	<ul style="list-style-type: none"> • Change of teaching position • Observation from different angles • Correcting of individuals • Asking for feedback 		
Encourage breathing techniques appropriate for the training zone	<ul style="list-style-type: none"> • Training zones • Correct breathing techniques used • Rate of perceived exertion (RPE) • Muscles involved 		
Offer alternatives/adaptations appropriate to individual needs	<ul style="list-style-type: none"> • Providing exercises specific for the individuals' needs/requirements • Providing challenges by increasing intensity depending on level of fitness and ability • Well-rounded workout • Progression/regression • Offering alternative exercises where appropriate to suit ability, injuries etc. 		

Be able to communicate effectively throughout studio cycling sessions			
Use effective verbal and non-verbal communication techniques	<ul style="list-style-type: none"> • Clear communication – verbal and non-verbal • Open questioning techniques • Use of clear, concise and appropriate terminology • Offer encouragement and support • Tone, pitch and projection of voice • Motivational 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	2
Use effective motivational skills to improve participants' performance	<ul style="list-style-type: none"> • Communicating with clients in a way that makes them feel valued • Use motivational styles appropriate to the participants and the exercise format • Evaluate the designated exercises and alter if necessary • Encourage rapport • Positive praise/reinforcement • Motivation • Goal setting • Rewards 		
Use volume, pitch and projection of voice relative to the music	<ul style="list-style-type: none"> • Methods of voice projection • Use of microphone • Choice of music appropriate to session • Counting 		

	<ul style="list-style-type: none"> • Visual cues • Volume • Tone • Pitch • Participant feedback 		
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Be able to evaluate studio cycling sessions			
Provide feedback to participants on performance	<ul style="list-style-type: none"> • Outcomes achieved • Effectiveness of the programme • Changes in the routines • Summary of session 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	2
Gain feedback from the participants on the session	<ul style="list-style-type: none"> • Asking questions • Feedback • Meeting the goals for the session • Effectiveness of the session • Encourage rapport • Discuss evaluation with participants 		
Evaluate own performance and effectiveness of session	<ul style="list-style-type: none"> • Reflective practice • Adaptation of session • Identifying ways to improve the session • Personal growth • Self-awareness • Identify strengths and remove limitations • Identify life-long learning opportunities 		
Record action plan for improvement	<ul style="list-style-type: none"> • Written feedback • Make changes to improve session from feedback given • Adaptations/progression/regression • Training diaries • CPD 		

Document History

Version	Issue Date	Changes	Role
v1	30/09/2019	First published	Qualifications Administrator