



Guidance

# EMD: The Bridge

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# EMD: The Birdge

## Introduction

EMD UK, the national governing body for group exercise, has created a streamlined solution to support a large number of group exercise instructors who do not have a formal level 2 or level 3 qualification. Known as The Bridge, instructors can now boost their professional standards and plug the employability gap.

Active IQ is supporting this initiative by offering the updated Level 2 Principles of Anatomy, Physiology, and Fitness unit which usually forms part of our Level 2 Certificate in Group Training and Level 2 Certificate in Gym Instructing, providing fundamental knowledge and a robust foundation for comprehending the complexities of the human body's structure and function.

This allows an opportunity for learners to achieve The Bridge for a wider number of group exercise instructors who don't want to follow the traditional Level 2 route. This also enables instructors to teach a practical discipline such as dance, a pre-choreographed programme, or an employer's internal programme, ensuring they also hold the underpinning knowledge.

<b>Guided learning hours:</b>	8	<b>Total learning time:</b>	60
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## Target Learners:

- Learners aged 16+.
- Group Exercise Instructors who do not hold a formal Level 2 or Level 3 qualifications.

## Purpose

The Bridge is an initiative that provides essential additional learning and certification to non-qualified learners. This includes anatomy and physiology, and generic exercise and fitness knowledge. It also enables individuals to gain professional recognition in a scope of practice.

## Progression

The Bridge provides progression to:

- Active IQ Level 2 Certificate in Group Training
- Active IQ Level 2 Certificate in Gym Instructing.
- Active IQ Level 3 Diploma in Personal Training.
- Active IQ Level 3 Diploma in Instructing Pilates Matwork.

## Links to National Occupational Standards (NOS)

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for group exercise.
- National Occupational Standards for Instructing Exercise and Fitness.

## Costs per learner

- Unit registration/certification fee £15 +VAT
- eLearning and eManual £15 +VAT

## Occupational competence statements for tutoring, assessing and internally verifying

**This section outlines the requirements for tutoring, assessing and internally verifying The Bridge.**

### **Required criteria**

All tutors must:

- Possess a discipline-specific qualification equivalent to the unit being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).

### **Tutors**

Tutors should hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

### **OR**

- Completion of the Active IQ Level 3 Education and Training eLearning CPD programme.

As the one mandatory unit contained within The Bridge is assessed by a multiple choice theory paper, delivered through Active IQ's eAssessment platform Cirrus, it is not a requirement for centres offering this to have as occupationally competent assessors and verifiers.

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## Structure

Learners must complete the one mandatory unit.

### Mandatory Units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Principles of anatomy, physiology and fitness	A/616/7499	2	8	60

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the skeletal system and the effects of exercise</p>	<p>1.1 Identify the structures of the skeletal system                      1.2 State the functions of the skeleton                      1.3 Name and locate the major bones                      1.4 Name and locate different types of bone                      1.5 Identify the structure of a long bone                      1.6 Name the different types of joint                      1.7 Identify different types of synovial joint                      1.8 Describe the structures of a synovial joint                      1.9 Recognise 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 Recognise changes to the skeletal system throughout a person's lifespan</p>
<p>2. Understand the neuromuscular system and the effects of exercise</p>	<p>2.1 Name 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 Name and locate 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 Name the joint actions brought about by specific muscles                      2.8 Identify different types of muscle fibre                      2.9 Recognise the structure of the nervous system                      2.10 State 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 Recognise changes to the neuromuscular system throughout a person's lifespan</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems 3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems 3.13 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.6 Recognise the interaction of the energy systems during exercise 4.7 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels
5. Understand the structure and function of the digestive system	5.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine) 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 assisting digestion 5.5 Describe timescales for digestion 5.6 Explain the importance of fluid in digestion

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
6. Understand health and well-being	6.1 Define the components of health and well-being 6.2 Recognise 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 Name and describe the components of physical fitness 7.2 Recognise 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 Recognise factors affecting physical fitness 7.5 Recognise exercise contraindications and safety considerations for special populations
<b>Assessment</b>	eAssessment





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