



Qualification
Guidance

Active IQ Level 2 Certificate in Teaching Exercise, Movement and Dance



Qualification
Accreditation Number:
601/8961/7
Version EMD005046

Active iQ

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Introduction

The Active IQ Level 2 Certificate in Teaching Exercise, Movement and Dance is at level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours: 55

Total qualification time: 285

Entry requirements:

- Some experience of studio-based exercise, movement and dance classes is highly recommended.
- The course requires physical exertion and individual participation is essential, so a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading, writing and working in a group) involved, so learners should have basic skills in communication pitched at level 2.
- Learners must be aged 16+.

Qualification outline

Target learners:

- Learners wishing to become exercise, movement and dance teachers.

Aim

To provide learners with the knowledge and skills to:

- Be able to teach exercise, movement and dance sessions.

Objectives

To provide learners with the knowledge and skills to:

- Understand anatomy and physiology and how it relates to exercise and fitness.
- Plan and deliver safe and effective exercise, music and dance sessions.
- Develop customer service skills and the personal qualities required by the exercise and fitness industry.
- Develop an awareness of health and safety in an exercise/studio environment.

Progression

This qualification provides progression on to:

- Other fitness and activity leader qualifications, e.g. Active IQ Level 2 Certificate in Fitness Instructing or the Active IQ Level 2 Certificate in Leading Health Related Activity Sessions.
- CPD qualifications, e.g. circuits, studio cycling, older adults, pre and postnatal.
- Level 3 Certificate in Teaching Exercise, Movement and Dance.

Links to National Occupational Standards (NOS)

There are links to:

- Instructing Exercise and Fitness.
- Exercise, Movement and Dance.

Occupational competence statements for tutoring, assessing and internal verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

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

Tutors

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

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 3 Award in Education and Training.
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS).
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS).
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification structure

Learners must complete the four mandatory units.

Mandatory units

Unit		Unit accreditation number	Level
1	Principles of anatomy, physiology and fitness	L/508/5203	2
2	Health and safety in the workplace	R/508/5204	2
3	Planning and instructing exercise, movement and dance sessions	Y/508/5205	2
4	Developing employability skills as a self-employed professional	D/508/5206	2

Learners can complete the additional unit if required.

Unit		Unit accreditation number	Level
5	Safeguarding and protecting children and young people	H/5078/5207	2

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the skeletal system and the effects of exercise	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
2. Understand the neuromuscular system and the effects of exercise	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

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 cardiorespiratory and cardiovascular systems 3.12 Describe the long-term effects of exercise on the cardiorespiratory and cardiovascular systems 3.13 Recognise changes to the cardiorespiratory and cardiovascular 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 Identify dietary sources of the main nutrients required for energy production 4.6 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.7 Recognise the interaction of the energy systems during exercise 4.8 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels
5. Understand health and well-being	5.1 Define the components of health and well-being 5.2 Recognise factors that affect health and well-being throughout the lifespan, including the effects of lifestyle behaviours 5.3 Recognise the risks of lifestyle choices on health and well-being 5.4 Identify the role of activity and exercise in maintaining and managing health and well-being 5.5 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand the components of fitness and the effects of exercise	6.1 Name and describe the components of physical fitness 6.2 Recognise the frequency, intensity, time and types of activity and exercise required to improve each component of fitness 6.3 Recognise the physiological effects of exercise on each component of fitness 6.4 Describe how to apply the principles of overload, reversibility, specificity to progress or regress each component of fitness 6.5 Recognise how to structure an exercise session to train all components of fitness 6.6 Recognise factors affecting physical fitness 6.7 Recognise exercise contraindications and safety considerations for special populations
Assessment	Externally set multiple-choice exam

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Outline the health and safety responsibilities and requirements when working on a self-employed basis 1.4 Explain the terms 'duty of care' and 'professionalism' relating to health and safety of self and others 1.5 Identify key legal and regulatory requirements relevant to health and safety in the workplace 1.6 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in the workplace	2.1 Explain what is meant by a 'hazard' 2.2 Describe the common hazards to employees that may occur in the workplace, to include: <ul style="list-style-type: none"> • working environment • equipment • working practices • behaviour • hazardous substances 2.3 Describe how to deal with the common hazards to employees that may occur in the workplace 2.4 Explain what is meant by 'risk' 2.5 Describe the five steps of risk assessment 2.6 Describe how risk can be managed in the workplace
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessment 3.2 Describe the key areas that should be included in a normal operating procedure 3.3 Describe the key areas that should be included in an emergency action plan
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to consult and support participants to change exercise behaviour</p>	<p>1.1 Identify appropriate methods for screening and gathering information from participants and gaining their informed consent to exercise</p> <p>1.2 Describe barriers for changing exercise behaviour</p> <p>1.3 Describe motivators for changing exercise behaviour</p> <p>1.4 Outline strategies for overcoming barriers and building participant motivation</p> <p>1.5 Explain how to use communication and interview skills to support participants at different stages of changing exercise behaviour</p> <p>1.6 Recognise different approaches for supporting participants to change their exercise behaviour, to include:</p> <ul style="list-style-type: none"> • motivational interviewing • rewards • SMART goal-setting <p>1.7 Differentiate between process and outcome goals for promoting adherence</p> <p>1.8 Identify safe and realistic timeframes for achievement of participant physical goals</p> <p>1.9 Identify appropriate methods for recording and storing participant information</p> <p>1.10 Identify suitable processes to signpost a participant to a medical professional</p>
<p>2. Be able to consult/interview and support participants changing exercise behaviour</p>	<p>2.1 Use appropriate methods, techniques and communication skills to greet participant, build rapport and gather information</p> <p>2.2 Provide appropriate advice and guidance in response to screening</p> <p>2.3 Identify when to signpost a participant to a medical professional</p> <p>2.4 Ask open questions to gather relevant information from a participant</p> <p>2.5 Use active listening skills to gather information</p> <p>2.6 Check participant readiness to exercise</p> <p>2.7 Identify participant barriers to exercise</p> <p>2.8 Identify participant goals</p> <p>2.9 Record participant information appropriately and with regard to confidentiality</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Know how to plan a safe and effective exercise, movement and dance session</p>	<p>3.1 Identify risks and hazards in the studio environment</p> <p>3.2 Identify how to manage risks and promote safety in the studio environment</p> <p>3.3 Recognise a safe and effective session structure</p> <p>3.4 Identify safe and effective exercises/equipment for inclusion in an exercise, movement and dance session</p> <p>3.5 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different participant needs</p> <p>3.6 Describe the legal requirements covering the use of music</p> <p>3.7 Identify different ways of using music to plan an exercise, movement and dance session, to include:</p> <ul style="list-style-type: none"> • beats, phrases and blocks • choreography approaches, verse and chorus, add on, layering, reverse pyramid <p>3.8 Identify appropriate types of music to use for different components of an exercise, movement and dance session, to include:</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and tempo • genre <p>3.9 Identify different dance and movement styles that can be integrated within an exercise, movement and dance session</p> <p>3.10 Describe different methods of adapting choreography to accommodate different abilities and maintain class enjoyment, to include:</p> <ul style="list-style-type: none"> • basic foot movement patterns • rhythm • speed • travel • levers • arm combinations • directional changes • turns • impact <p>3.11 Recognise how changes to choreography affect intensity and complexity</p> <p>3.12 Describe the purpose of a warm-up and cool-down</p> <p>3.13 Describe appropriate exercises for inclusion in a warm-up and cool-down</p> <p>3.14 Describe the purpose and benefits of cardiovascular exercise</p> <p>3.15 Describe the purpose and benefits of muscular fitness and resistance exercises</p> <p>3.16 Describe the purpose and benefits of flexibility exercises</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
	<p>3.17 Describe appropriate exercises to improve different components of fitness, to include:</p> <ul style="list-style-type: none"> • muscular strength and endurance: body weight and use of small equipment, e.g. bands, weights • cardiovascular: low impact and high impact • flexibility: static and dynamic stretching • motor skills: co-ordination, balance <p>3.18 Describe different methods for monitoring exercise intensity</p>
<p>4. Be able to plan a safe and effective exercise, movement and dance session</p>	<p>4.1 Identify and manage risks and hazards that affect safety of the participants and the programme in the exercise environment</p> <p>4.2 Select safe and effective exercises for all components of the session, which meet the participants' needs and abilities and group goals</p> <p>4.3 Plan a safe and effective exercise, movement and dance session to meet participants' needs and incorporate different components of fitness</p> <p>4.4 Plan adaptations and modifications to regress, progress and accommodate different participants' needs</p> <p>4.5 Use an appropriate music breakdown to plan an exercise, movement and dance session</p> <p>4.6 Select appropriate types of music to use for different components of an exercise, movement and dance session, to include:</p> <ul style="list-style-type: none"> • speed/beats per minute (bpm) • rhythm and tempo • genre <p>4.7 Select appropriate dance and movement styles to integrate within an exercise, movement and dance session</p> <p>4.8 Use appropriate methods of adapting choreography to accommodate different abilities and maintain enjoyment, to include:</p> <ul style="list-style-type: none"> • basic foot movement patterns • rhythm • speed • travel • levers • arm combinations • directional changes • turns • impact

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5. Be able to deliver safe and effective exercise, movement and dance sessions</p>	<p>5.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • greet participants • build rapport • gather information and check readiness to exercise <p>5.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • when to signpost to a medical professional • when to defer and • when to allow participation <p>5.3 Use appropriate instructional methods to support participants' performance, to include:</p> <ul style="list-style-type: none"> • demonstration and mirroring • explanation • observation • change of teaching position • correction • adaptation • teaching points • praise and encouragement <p>5.4 Use appropriate music for all components of the exercise, movement and dance session</p> <p>5.5 Use appropriate movement and choreography patterns to accommodate different participants' needs</p> <p>5.6 Work to the music for appropriate components of the session</p> <p>5.7 Use of different choreography approaches, to include:</p> <ul style="list-style-type: none"> • verse and chorus • add on • layering <p>5.8 Instruct a safe and effective warm-up</p> <p>5.9 Instruct a safe and effective cardiovascular component, to include variation of intensity and impact</p> <p>5.10 Instruct a safe and effective muscular fitness component</p> <p>5.11 Instruct a safe and effective cool-down and flexibility component</p> <p>5.12 Explain appropriate health and safety considerations to participants</p> <p>5.13 Monitor exercise intensity</p> <p>5.14 Monitor exercise safety</p> <p>5.15 Adapt or modify exercises as appropriate to accommodate participants' needs</p> <p>5.16 Respond accurately/appropriately to participants' questions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to evaluate own practice	6.1 Gather feedback from participants to review and evaluate practice 6.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting participants' needs 6.3 Evaluate the effectiveness of instructional skills for meeting participants' needs 6.4 Evaluate the effectiveness of communication for meeting participants' needs 6.5 Identify ways to improve instructional skills and communication 6.6 Identify ways to improve session content for meeting participants' needs
Assessment	Worksheet Session plans Summative observation Self-evaluation

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the employability skills needed to become a self-employed individual</p>	<p>1.1 Explain the requirements for the self-employed in the UK, to include:</p> <ul style="list-style-type: none"> • Registration • Keeping business records • Completing a self-assessment tax return • Paying income tax • Business expenses <p>1.2 Describe the insurance requirements for being a self-employed individual</p> <p>1.3 Explain the role and key skills of marketing yourself to include:</p> <ul style="list-style-type: none"> • personal characteristics • interpersonal skills • critical and creative thinking skills • practical skills <p>1.4 Explain how to utilise marketing resources</p> <p>1.5 Explain how to create connections and/or join established networks</p> <p>1.6 Describe the potential damage of a negative digital profile, to include:</p> <ul style="list-style-type: none"> • social networking, e.g. Twitter, Facebook, Instagram, etc. • internet presence <p>1.7 Outline the importance of being able to plan, organise and manage own time effectively</p> <p>1.8 Identify the information that should be included on a curriculum vitae (CV)</p>
<p>2. Understand how to develop and maintain professional opportunities</p>	<p>2.1 Explain how being an effective communicator can enhance the development of professional opportunities, to include:</p> <ul style="list-style-type: none"> • verbal communication • written communication <p>2.2 Explain how to create a positive impression of self</p> <p>2.3 Explain how to develop rapport with participants</p> <p>2.4 Explain how to adapt communication for a range of participant needs and types to include inactive individuals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how to manage personal and professional development	3.1 Explain the importance and benefits of personal and professional development 3.2 Explain the importance of self-reflection, evaluation and improvement 3.3 Give examples of transferable skills 3.4 Describe what a personal and professional development plan should contain, to include: <ul style="list-style-type: none"> • learning opportunities • sources of information • how to access support
Assessment	Assignment/portfolio of evidence

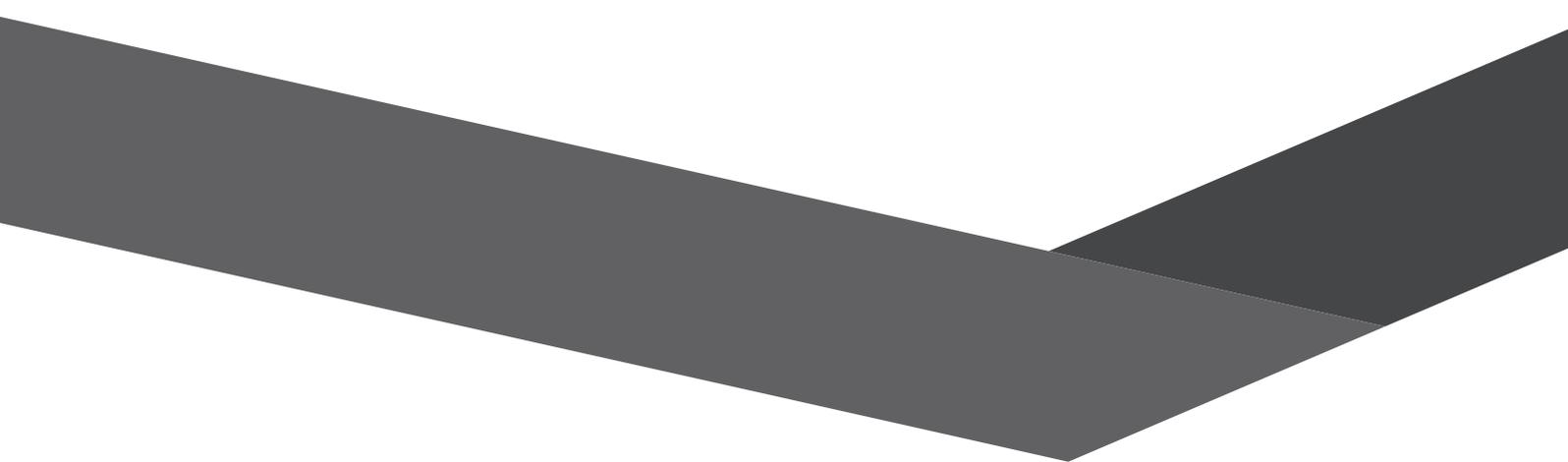
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of safeguarding and protecting children and young people	1.1 Describe what is meant by safeguarding, protecting and promoting the welfare of children and young people 1.2 Identify the principles that underpin safeguarding and protecting children and young people 1.3 Describe best practice for safeguarding and protecting children and young people
2. Understand how to implement key principles of safeguarding children and young people	2.1 Describe how to communicate effectively with children and young people 2.2 Describe how to establish rapport and respectful relationships with children, young people, their families and carers 2.3 Describe how to ensure all children and young people are treated fairly 2.4 Describe how to implement duty of care in the safeguarding of children and young people
3. Understand how to recognise indicators of child abuse and neglect	3.1 Identify the different types of child abuse or neglect 3.2 Identify the indicators of child abuse or neglect 3.3 Explain how to be alert to potential indicators of child abuse or neglect 3.4 Explain how to be alert to risks which individual abusers, or potential abusers, may pose to children and young people
4. Understand how to respond to reports or suspicion of child abuse and neglect	4.1 Describe the procedures to follow when concerned that a child or young person may be being abused 4.2 Describe the procedures to follow when concerned that someone may pose a risk to a child, young person or children generally 4.3 Explain the importance of sharing information regarding child abuse and neglect 4.4 Explain the importance of maintaining confidentiality in relation to child abuse and neglect 4.5 Describe the procedure to follow if a report of child abuse and/or neglect is made 4.6 Describe what to do when experiencing barriers to reporting child abuse and neglect 4.7 Identify organisational policies and procedures for safeguarding and protecting children and young people
Assessment	Worksheet

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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