

YMCA Level 1 Award in Fitness and Physical Activity

Syllabus



YMCA Awards

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YMCA Level 1 Award in Fitness and Physical Activity

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YMCA Awards Level 1 Award in Fitness and Physical Activity (500/8428/8) | Syllabus | Version 1

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Introduction

Qualification aim

The aim of this qualification is to give the learner an introduction to exercise and fitness both on a personal level and as an introduction to employment opportunities within the fitness industry. The units have been developed to reflect these goals by providing the necessary basic skills, knowledge and understanding required by today's fitness and leisure industry. The content has been developed in consultation with key stakeholders, including training providers and employers.

Qualification structure

This qualification is made up of 6 mandatory units.

Unit reference number	Unit title	Level	Credit
J/601/0011	Exercise and fitness knowledge	1	2
R/600/4566	Understanding the health and fitness Industry	Entry level 3	1
Y/601/0014	Exploring personal fitness	1	2
K/600/9370	Participate in physical activity in the fitness environment	1	2
J/600/4256	Assist in the delivery of an exercise session	1	2
R/615/1969	Introduction to healthy eating	1	2

The total credit value for this qualification is 11.

The total qualification time (TQT) for this qualification is 106.

The total guided learning hours (GLH) for this qualification are 60.

Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following 2 elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by –

but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is not:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Pre-requisites

There are no pre-requisite requirements for this qualification.

Tutor and assessor requirements

For tutor and assessor needs please go to the YMCA Awards website www.ymcaawards.co.uk.

Syllabus information and supporting resources

This Syllabus has been created to reflect the knowledge, understanding and skills of the YMCA Level 1 Award in Fitness and Physical Activity

This Syllabus details the 6 Mandatory units, learning outcomes and assessment criteria that make up this qualification, together with the relevant assessment strategies and evidence requirements.

This Syllabus does not include the assessment paperwork; this is included in the Learner Assessment Record (LAR), described below.

Learner Assessment Record (LAR)

This document is used by the learner and assessor to record evidence and assessment decisions. It includes all the assessment paperwork for the 6 mandatory units.

The LAR is available to approved centres to download from the YMCA Awards website, or it can be bought in hard copy.

To order resources that support this qualification, email awards.resources@ymca.co.uk.

Units explained

Units are the building blocks of some qualifications and can include the following:

Learning outcomes

These outcomes set out what a learner is expected to know, understand or be able to perform as the result of their learning. They are described in this Syllabus as 'The learner will...'

Assessment criteria

These specify the standard a learner is expected to meet to show that the learning outcomes of that unit have been achieved. They are described in this Syllabus as 'The learner can...'

Exercise and fitness knowledge (J/601/0011)

Unit aim

This unit covers developing a basic knowledge of anatomy and physiology together with the components of fitness and the principles of training.

Unit content

The learner will:

1. Understand anatomy and physiology in the context of health-related exercise

The learner can:

1.1. Identify the structure and function of the body in relation to exercise and fitness, to include:

- Names and location of the main bones of the skeleton (skull/cranium, shoulder blade/scapula, collarbone/clavicle, breast bone/sternum, funny bone/humerus, lower spine/lumbar vertebrae, ribs, mid-spine/thoracic vertebrae, back of neck/cervical vertebrae, femur, fibula, tibia, knee cap/patella and pelvis)
- Structure and functions of the skeleton (protection, movement – muscles pull on bones across joints via attachments, production, storage, shape)
- Body types (ectomorph, endomorph, mesomorph)
- Structure and function of spinal column and vertebrae (including cervical, thoracic and lumbar curvatures of vertebrae, vertebral discs, shock absorption, spinal cord protection)
- Structure and composition of bone and bone growth (structure of a long bone basic information on harder outside, spongy inside, bone marrow, growth end plates, cartilage)
- Joints and types of joints (moveable, immovable and freely moveable).
- Structure and types of freely moveable (Synovial) joints including structure (joint capsule, synovial fluid, cartilage) and types hinge e.g. elbow and knee, ball and socket e.g. shoulder and hip)
- Muscles and muscle actions (triceps, biceps, pectorals, adductors, abductors, gluteals, hamstrings, quadriceps, gastrocnemius, erector spinae, rectus abdominis, trapezius, deltoids, latissimus dorsi, hip flexors), muscle structure (muscle fibres bound by connective tissue, function of tendons), characteristics of muscle work (pull not push, contractions opposing pairs, cross joints), muscular endurance, muscular strength and flexibility (maintenance and developmental stretches)
- Heart and circulatory system – made up of heart, lungs and blood vessels (arteries, veins and capillaries).
- Main function to circulate blood and gases and nutrients
 - Function of blood – what it carries
 - Chambers of the heart and their functions
 - Function of blood – what it carries
 - Lungs and their function
 - Types of circulatory system – systemic and pulmonary. Function of arteries, veins and capillaries

1.2. Identify the effects of exercise and fitness on systems of the body, to include:

- Long and short-term effects including on:
 - Bones – increased synovial fluid (short-term), bones stronger and joints stay mobile (long-term)

- Joints – as above making them more mobile (short-term), as above (long-term)
- Muscles – temperature increases (sweating) and become more flexible (short-term), muscles become toned and may become bigger (long-term)
- Physiology
- Psychological benefits – feeling good, sense of achievement, confidence, socialising, better quality sleep
- Energy systems (basic introduction of aerobic and anaerobic systems: intake, transportation and usage of oxygen with production of associated waste products, e.g. activities)
- Cardio-respiratory system – heart rate increases, breathing rate increases, more energy used, more blood flows to working muscles, less blood to digestive organs (short-term), stronger heart, stronger lungs, more efficient circulation, more efficient aerobic energy system, less chance of stroke or heart attack (long-term)

The learner will:

2. Understand the components of physical fitness.

The learner can:

2.1 Define health, exercise, physical activity and fitness and the differences between them, to include:

- References to relevant data from American College of Sports Medicine (ACSM), Chief Medical Officer (CMO), Department of Health (DOH), World Health Organisation (WHO)
- Definitions of health, exercise and physical activity, for example:
 - Health – ‘Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’ (WHO)
 - Exercise – ‘is a subcategory of physical activity that is planned, structured, repetitive, and purposeful in the sense that the improvement or maintenance of one or more components of physical fitness is the objective’ (WHO)
 - Physical activity – ‘any bodily movement produced by skeletal muscles that requires energy expenditure’ (WHO)
 - Highlight activities that fit into the different categories, e.g. gardening = physical activity

2.2 List the components of total fitness and physical fitness, to include:

- Total fitness
 - Physical – ‘The ability to perform physical work satisfactorily’ (WHO, 1968)
 - Emotional – An awareness of and ability to manage emotions assertively with respect to self and others
 - Social – ability to create and maintain healthy relationships
 - Medical – ‘A state of complete physical, mental and social wellbeing’ (WHO 1947)
 - Spiritual – having healthy and balanced personal beliefs, morals and values
 - Mental – having an awareness of thinking patterns and the ability to manage thinking to make positive decisions and life choices
- Nutritional fitness – eating a variety from major food groups and maintaining calorie intake appropriate for needs and demands
- Physical fitness
 - cardiovascular – the ability of the heart, lungs and circulatory system to take in, transport and utilise oxygen in the production of energy and the elimination of waste products from the body’s systems
 - muscular strength – ability of a muscle or muscle group to exert maximum force in a single contraction
 - muscular endurance – ability of a muscle or muscle group to contract repeatedly over a long period of time without fatigue

- flexibility – range of movement about a joint or series of joints. Ability to stretch the muscles to the fullest length (stretching – maintenance and developmental)
- motor fitness – the skilful control of the body
- Factors affecting fitness (lifestyle and risk factors) plus smoking, diet, weight, cost, availability, time etc.

2.3 Define the principles of training, to include:

- Frequency, intensity, time, type and adherence (FITT) - in relation to cardiovascular fitness, muscular fitness and health. References from current data from American College of Sports Medicine (ACSM)
- Methods of progression and adaptation (rate, resistance, reps, range).

Assessment specification

Exercise and fitness knowledge (J/601/0011)

Assessment element 1: workbook

The learner will need to complete an assessment workbook in which there are 2 sections:

- Workbook 1 - Anatomy and physiology for health related exercise
- Workbook 2 - The components of fitness

All questions must be answered correctly. The work must be the learner's own and group completion is not allowed.

This is an open book assessment and the questions refer to the content covered during the course. Information to aid completion will be delivered on the course or through eLearning.

The assessment workbook is available in a number of formats:

- Paper-based document (download and print)
- EAssessment workbook (auto-marking) via Moodle.

Understanding the health and fitness industry (R/600/4566)

Unit aim

To serve as a basic introduction to the health and fitness industry.

Unit content

The learner will:

1. Know the features of the health and fitness industry

The learner can:

1.1 List the different places where fitness activities can take place, to include:

- Public leisure centres
- Private health clubs e.g. David Lloyd Leisure
- Voluntary sector (YMCAs, youth or sports clubs, council provision for local communities, charities)

1.2 List the different reasons why people go to a fitness facility or leisure centre, to include:

- Social
- Get fit
- Lose weight
- Meet people
- Hobby

Availability of local provision (all types) should be discussed, with the focus on the learner's personal experience of any facilities, their reasons for attending, notable gaps in the local market and potential reasons for this.

1.3 List the different activities that can take place in a fitness facility or leisure centre, to include:

- Group classes (large variety: hi/low, legs, bum + tums, BTS classes (Body Pump, Attack, Balance etc., yoga, Pilates)
- Personal training (one-to-one targeted; can be expensive, good for specific goals e.g. marathon or rehabilitation)
- Gym workout (can be general whole body or specific e.g. weight loss; sociable or solitary)
- Circuits (group workout – gym equipment or sports hall)
- Swimming (lane swimming or family recreational)
- Social/family activities (charity events, swimming, treasure hunts, quizzes and five-a-side pitches)
- Racquet sports (squash, badminton and tennis)
- Other sports such as handball and volleyball

Through discussion, explore personal preferences including reasons for avoiding certain activities (this may help focus those learners completing Unit 5: Exploring Personal Fitness to develop aims for their own programme). Further revision of the components of physical fitness (from Unit 1: Exercise and Fitness Knowledge) could be done here when comparing different kinds of activity or exercise session.

The learner will:

2. Know employment and career opportunities in the health and fitness industry

The learner can:

2.1 List the possible jobs available in the health and fitness industry, to include:

- Gym Instructor (inductions, tours, initial general guidance and screening)
- Studio Instructor (various workouts according to training – see 1.3)
- Personal Trainer (high level skills and qualifications; often target specific customers e.g. fat loss or triathlon training)
- Lifeguard (specific qualifications and skills needed, often combined with other operational duties)
- Operational – duty manager, receptionist, sales, cafe etc.
- Identification of potential career pathways

Establishing the difference between various roles, their varying levels of ‘frontline’ contact with the general public plus the skills and qualifications required, will help to focus the learner on potential career opportunities and possible entry into the active leisure industry.

2.2 Identify the professional requirements of working in the health and fitness industry, to include:

- Appropriate qualifications – teaching only to the level and discipline of qualifications held
- Insurance – public liability and professional indemnity
- Music licences – PRS (usually held within the facility) and PPL – needed by the individual
- Membership of professional bodies – e.g. Fitness Professionals (FitPro), NAPT (National Association of Personal Trainers), FIA (Fitness Industry Association)
- Code of Ethics – a signed undertaking required by REPs, ensuring good professional practice and behaviour
- Registration (REPs) – The Register of Exercise professionals. Professional insurance can be incorporated into the annual fees
- CIMSPA - Chartered Institute For the Management of Sport and Physical Activity

The learner will:

3. Know the features of professional behaviour in the health and fitness industry

The learner can:

3.1 Outline the different aspects of being a professional health and fitness instructor, to include:

- Appearance (tidy, clean clothes, personal hygiene)
- Behaviour (polite, good listener, enthusiastic, patient)
- Punctuality (arriving in good time to prep, answer questions etc., finishing session, workout or induction at the correct time)
- Continuing Professional Development (staying up to date with information, development and trends)
- Teaching to current level of qualifications (knowing and staying within own levels of ability and competence)
- Knowledge of sources for referral (other suitably qualified instructors, managers, health professionals etc.)

This outcome covers the many general and accepted expectations from both employers and the general public of an employee, some of which may be known by the learner, others may not have been considered. The lesser known aspects should be contextualized and explored for the greatest understanding.

3.2 State what is needed to apply for a job, to include:

- Application form or covering letter
- CV including references
- Interview, including preparation such as preparation questions (practice)

Generally – discuss what information a CV should contain and how it could be presented, discuss how to be successful at an interview in terms of appearance, behaviour, body language, punctuality etc.

3.3 List a range of requirements that your employer must meet, to include:

- Contract of employment (including salary, hours, job title, holidays, sick pay, tax and N.I. etc.).
- Induction, training and appraisals (what they are and why they are necessary).

Learners should have an understanding of how each piece of paperwork is relevant to employment and what might happen if it is not in place (personally, professionally, and/or legally).

Assessment specification

Understanding the health and fitness industry (R/600/4566)

Assessment element 2: Worksheet – Understanding the health and fitness industry

The learner will need to complete the 'Understanding the Health and Fitness Industry' worksheet provided in the Learner Assessment Record. The learner will need to fully complete the worksheet to achieve a pass.

Learners must give evidence that they have all the necessary knowledge and understanding to meet the requirements of this unit, if they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- Must be the learner's own work, and group completion is not permitted
- May be completed on a continuous basis
- May be completed away from the centre (e.g. as a homework task)
- May be marked by the course tutor or an independent assessor.

Exploring personal fitness

(Y/601/0014)

Unit aim

To provide the learner with an opportunity to experience a Personal Exercise Programme (PEP) using the Principles of Training (frequency, intensity, time, type and adherence).

Unit content

The learner will:

1. Be able to understand and use tests to determine levels of physical activity

The learner can:

1.1 Perform a variety of tests to determine current levels of physical fitness

Select at least 4 tests to establish baseline measures relevant to the aims of the learner's PEP. The tests should be developed or chosen appropriate to the level and ability of the learner. They should also be reliable, repeatable, and valid and use either a times or reps approach (if appropriate) in order that they can be repeated exactly at the end of the Personal Exercise Programme (PEP) to establish any improvements to the original results.

Tests might include (not exhaustive):

- YMCA step test
- Cooper 12-minute run test
- Multi-stage shuttle run test ('Bleep test')
- Push up test
- Sit-up test
- YMCA bench press test
- 1RM bench press and leg press test
- Sit and reach test

The learner will:

2. Plan and produce a Personal Exercise Programme (PEP).

The learner can:

2.1 Plan a Personal Exercise Programme (PEP)

Select personal aims of the PEP – these could be based on the results of the baseline fitness tests or a separate aim, for example:

- Get fitter (stronger, more flexible, faster etc.)
- Keep healthy
- Manage stress
- Lose weight (body fat)

Consider the factors affecting carrying out and completing a PEP over six weeks, to include:

- Like and dislikes
- Appropriate clothing and footwear
- Availability and bookings of facilities if required
- Equipment – safe use and storage/lifting etc, checking and reporting damage if appropriate

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- Planning routes (e.g. for jog or walk) and personal safety
- Making necessary arrangements
- Consideration of barriers to participation (peer/family support, other commitments, weather, cost etc.)

2.2 Participate in and evaluate the PEP

Complete the PEP over six weeks as explained in the assessment specification, including the reviews of self-evaluation as indicated.

(Note: remember to cover issues surrounding learners completing a PAR-Q, plus dealing with any positive response and parental permission if relevant.)

Assessment specification

Exploring personal fitness (Y/601/0014)

Assessment Element 3: Personal Exercise Programme worksheets

The learner will need to complete the 'Exploring personal fitness' Personal Exercise Programme over a 6-week period. The learner will agree the amount of exercise they will do and then record any changes that occur. The learner will also complete a mid-point review with the tutor. All worksheets can be found in the learner assessment record.

The learner will need to complete the 'Explore personal fitness' worksheets (listed below) provided in the Learner Assessment Record. The learner will need to fully complete the worksheets to achieve a pass.

Learners must give evidence that they have all the necessary knowledge and understanding to meet the requirements of this unit, if they fail to provide sufficient evidence through completion of the worksheets, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheets:

- Must be the learner's own work, and group completion is not permitted
- May be completed on a continuous basis
- May be completed away from the centre (e.g. as a homework task)
- May be marked by the course tutor or an independent assessor

Paperwork that relates to this assessment element:

- **Worksheet 1** – Fitness tests
- **Worksheet 2** – Aims and preparations
- **Worksheet 3** – Programme plan and evaluation
 - Plan (write down) and carry out the PEP over the appropriate number of weeks (six), agreeing the planned amount of weekly sessions and logging any changes that occur along the way
 - Document how to monitor intensity and effectiveness, making appropriate adjustments if needed, or seeking assistance with this as necessary
 - Make sure plans reflect appropriate frequency, intensity, time and type, relevant to goals or stated aims
 - Plans should also take into account the importance of a suitable warm up and cool down
- **Worksheet 4** – Programme plan review and evaluation
 - Complete a mid-term review with the tutor following an observation of a planned session from the PEP, agreeing changes or adjustments as required
 - On completion of the PEP, repeat the baseline tests, log the results and complete a final review and evaluation with the tutor.

Participate in physical activity in the fitness environment (K/600/9370)

Unit aim

To make sure the learner understands the fundamental basis of the health and fitness industry and to prepare the learner for further learning or training in a subject area.

Unit content

The learner will:

1. Know the structure of a health-related exercise session

The learner can:

1.1 Explore the structure of a health-related exercise session, to include:

- Preparation – setting up/checking of equipment, making sure fire exits aren't blocked, location of nearest telephone, first aider/first aid
- Introduction – welcome, verbal PAR-Q, aims of session
- Warm up – should be of appropriate length, reflect skills required in main activity, appropriate for the level of client or group, contain appropriate mobility exercises and pulse raising activities to warm the muscles and rehearse motor skills, contain preparatory stretches to take the joints to the end of the range of movement as required by the main workout
- Main workout (cardiovascular) – should be of appropriate length to achieve aims (refer to current ACSM guidelines), use of large muscle groups, rhythmic and continuous in nature
- Main workout (muscular strength and endurance) should be of an appropriate length to achieve aims with balance of muscles/muscle groups and strength or endurance exercises chosen to reflect a health-related fitness programme (refer to current ACSM guidelines)
- Cool down – lower pulse gradually at appropriate intensity (prevention of blood pooling etc.) and should contain both maintenance and developmental stretches to maintain or increase flexibility as required. Muscles should be warm enough to stretch safely and stretches should be performed in static positions only (refer to current ACSM guidelines). Re-mobilise areas worked

1.2 Demonstrate appropriate activities or exercises in relation to

- The learner should select 4 exercises from different components (for example: 2 from a warm up and 2 from a main workout) and with a partner take turns in observing each other demonstrating the exercises. The learner should give feedback on their partner's exercise technique in terms of joint alignment, speed or control of movement, range of movement (effectiveness) and posture
- To assist in learning, the learner could take part in different activities that reflect the structure of the workout as identified in 1.1 such as a circuit class, indoor cycling, high/low workout, aerobics class etc. These could be on site or the learner could attend in the local community by arrangement

1.3 Give examples of different exercises and activities

- Research other examples that have not been experienced practically. E.g. dance-related or sports-specific activities where their differences from general health-related exercise should be apparent or explored. (Sources of these examples could be leisure centres, youth sports clubs, private health clubs etc.)

The learner will:

2. Understand the importance of safe and effective exercise technique

The learner can:

2.1 Identify good and poor exercise technique, to include:

- Correct alignment, posture, execution of movement, stability and effectiveness

2.2 Demonstrate good exercise technique, to include:

- Performing exercise and physical activity whilst demonstrating the skills as identified in 2.1

The learner will:

3. Know the skills and qualities required by a fitness instructor

The learner can:

3.1 List the skills and qualities needed by a fitness instructor to deliver a safe and effective exercise session, to include:

- Appropriate qualifications – teaching what you are qualified to do
- Appearance – smart, clean and appropriate
- Behaviour – polite, respectful (of personal space and individual preferences and needs)
- Personality (positive role model) – interested, happy, enthusiastic about the session and fitness in general

3.2 Identify the skills and qualities of a fitness instructor, to include:

- Report on the skills and qualities in 3.1 as observed in a practical content (e.g. a critique on a practical performance) – note current guidelines of American College of Sports Medicine (ACSM) for improvements to CV, resistance (muscular endurance and muscular strength) and flexibility. See www.acsm.org.

Assessment specification

Participate in physical activity in the fitness environment (K/600/9370)

Assessment element 4: worksheet

The learner will take part in a live exercise/workshop session then complete the 'Participate in physical activity in the fitness environment' worksheet provided in the Learner Assessment Record. The learner is required to fully complete the worksheet to achieve a pass.

The work must be the learner's own and group completion is not permitted.

Learners must give evidence that they have all the necessary knowledge and understanding to meet the requirements of this unit, if they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- Must be the learner's own work, and group completion is not permitted
- May be completed on a continuous basis
- May be completed away from the centre (e.g. as a homework task)
- May be marked by the course tutor or an independent assessor

Paperwork that relates to this assessment element:

- **Worksheet** The structure of an exercise session.

Further assessment guidance:

Suitable exercise sessions to participate in/observe could include, for example, exercise to music, circuits or indoor cycling. More than one live session can be observed, or it could be videoed (with permissions) to view on more than one occasion and focus on different themes on separate occasions thus achieving the worksheet aims. The training provider must assure themselves, their quality assurance staff and their external verifier that this session will match the criteria on the worksheets, to ensure the learner has a fair and equitable opportunity to complete the worksheet accurately.

Assessment element 5: checklist 1

The learner will be asked to choose a partner, and between them select 4 exercises each (e.g. 2 from a warm up and 2 from a main workout). They will take turns in observing each other whilst completing the peer observation checklist, then return the completed checklist to your partner.

Paperwork that relates to this assessment element:

- **Checklist 1** – Peer observation checklist

Further assessment guidance:

The peer observation checklist 1 is intended for use during practical workshops where the learners can lead each other towards completion, offering independent feedback and helping to develop self-evaluation. It is formative in nature and can be completed on more than one occasion as required.

Assist in the delivery of an exercise session (J/600/4256)

Unit aim

To enable the learner to show the skills needed to assist in leading a safe and effective exercise session.

Unit content

The learner will:

1. Know the basic principles of leading a safe and effective exercise session

The learner can:

1.1 List the basic principles of leading a safe and effective exercise session

- Know what good exercise technique refers to in terms of the learner's own performance (clear movement, correct alignment etc.) and why this is important (safety, positive role model etc.)
- Know the difference between general teaching points relating to good posture and stance and those points relating to specific exercises
- Know methods of teaching specific exercises where appropriate (i.e. use of NAMSET or IDEA examples)
 - NAMSET:
 - Name the exercise
 - Area of the body it targets
 - Muscle names
 - Silent demonstration
 - Explain (exercise whilst explaining)
 - Teach
 - IDEA:
 - Introduce
 - Demonstrate
 - Explain
 - Action
- Recognise safety issues relating to the performance of exercises in terms of speed, stability, alignment and selection or appropriateness of exercise choice

Note: As learners will also be completing Unit 4 (Participate in Physical Activity) some of the above will have already been covered

- Understand why it is important to observe participants whilst exercising (checking technique, monitoring performance, giving praise when performance is good), plus different ways of doing this (checking from different angles or changing the participant's position for a clearer view of correct performance or demonstration); know ways to check wellbeing
- Know why the wellbeing of participants should be checked regularly (to see if they are working too hard or not hard enough; to see if they are feeling the exercise in the correct area of the body; to check for pain or discomfort)

Note: This last point serves only as an introduction to adaptation and modification and in-depth coverage of this knowledge is not required at Level 1

The learner will:

2. Be able to assist in leading a safe and effective exercise session

The learner can:

2.1 Demonstrate the skills required to assist in leading a safe and effective exercise session

- The learner must perform exercises with appropriate safe technique and perform exercises so they are effective
- Give teaching points to the participant/s relating to general good posture and stance and specific to the performance of an exercise
- Observe the performance of the participant/s by looking at them, commenting on their performance and changing position to look at the participant/s performance from different angles
- Check the participant/s wellbeing, looking for signs of pain, discomfort or fatigue. Do this through observing and asking questions. Check for effectiveness of exercises too in order to see if the participant/s are working hard enough or feeling the work in the correct muscles/area or the body.

Assessment specification

Assist in the delivery of an exercise session (J/600/4256)

Assessment element 6: practical observation checklist

The learner will be observed by the assessor assisting a qualified instructor in delivering an exercise session.

The learner should choose a component of the session e.g. a warm up and deliver that part of the session. The session could be in any discipline e.g. circuits, exercise to music and so on and for the part of the session they will teach the learner will complete an outline plan.

Paperwork that relates to this assessment element:

- Practical observation – session plan
- Practical observation – tutor feedback

Further assessment guidance:

The learner must select a section from a formal exercise session that is:

- A warm up – incorporating appropriate joint mobilisation, pulse-raising activities (low impact full range of movement) and a preparatory stretch (short held, static stretches of major muscle groups)
OR
- A main cardiovascular workout where the aim is to take the participant/s into the training zone of their maximum heart rate (MHR = 64 – 94%) for an appropriate length of time
OR
- A muscular fitness training section (muscular endurance or muscular strength) using a variety of resistance machines, free weights and body weight
OR
- A cool down – incorporating, where appropriate, a re-warm, maintenance and developmental stretches

The section chosen should be contextualized according to the selected discipline e.g. in a gym, studio or circuit training setting, with the relevant equipment available.

The learner should complete an outline plan that includes the planned exercises (content), relevant teaching points relating to correct exercise technique and a list of teaching skills they hope to employ during the practical demonstration.

At an agreed time, the learner demonstrates their chosen section in the presence of a suitable qualified fitness instructor (QFI). They must perform all exercises with good technique. The OFI is on hand to support and guide the learner, particularly where support is needed for observation and correction of a participant, or where the need for adaptation and modification of an exercise is required. Encouragement to show these skills can be made during the observation, rather than expecting the learner to carry out all the skills without prompting and from memory, keeping the demonstration and observation formative in nature.

After the tutor has observed this demonstration, they should complete written feedback, with an appropriate action plan for the learner to follow up. This may include a further observation to observe skills, or a recommendation for other future training opportunities.

The observation should be an informal setting, perhaps during a scheduled guided learning session, and be formatively assessed rather than a formal examination atmosphere.

All paperwork for this element can be found in the Learner Assessment Record (LAR).

The emphasis on “assisting” recognises the limitations of a Level 1 learner to take full responsibility for participants in an exercise session. This being the case, a fully and appropriately qualified fitness instructor (QFI) should always be present and in overall charge of all practical sessions.

Introduction to healthy eating (R/615/1969)

Unit aim

To enable the learner to understand the benefits of a balanced diet and its impact on health.

Unit content

The learner will:

1. Understand the importance of maintaining a balanced diet for health

The learner can:

1.1 Outline the importance of a balanced diet for health, to include:

- Reference to the current 'Eatwell Guide' / UK healthy eating guidelines
- Discussion of how eating a healthy, balanced diet is an important part of maintaining good health by eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight (with reference to the Eatwell Guide)

1.2 Identify key nutrients needed to maintain a healthy and balanced diet

Discuss 5 key nutrients and their functions with reference to the 'Eatwell Guide' / UK Healthy Eating Guidelines, and Water as the '6th key nutrient' . This should include:

- Carbohydrates
 - Functions as the body's main energy source and the brain's only source of fuel
 - The body breaks carbohydrates down into glucose, which cells require to create energy
- Protein
 - Protein's function as another important source of energy for the body
 - Broken down into amino acids which assist in growth and repair for tissues, such as muscle, skin, bone, and hair
 - Other functions including its role in assisting reactions in the body, including the production of enzymes, hormones, and antibodies
- Fats
 - Functions as a source of energy when carbohydrates aren't available
 - Other main functions including use as insulation and to help your body absorb fat-soluble vitamins A,D, E and K, and to protect your organs
 - Types - liquid and solid
- Vitamins
 - Main function - essential for overall health, normal cell function, growth and development, for example, vitamin D necessary for healthy bones and B vitamins support the nervous system.
 - Types - water-soluble (not stored in the body and include vitamin C and B vitamins) and fat-soluble (A, D, E and K).
 - Best sources - colourful fruits and vegetables
- Minerals
 - Main function - like vitamins, support normal growth and development
 - Body needs them to perform vital functions

- Types - Macro minerals which the body needs in larger amounts include calcium, phosphorus, magnesium, sodium, potassium, sulfur and chloride and trace minerals that the body needs in smaller amounts including iron, zinc, manganese, copper, iodine, fluoride, cobalt and selenium.
- Water
 - Discussion of the '6th key nutrient' and its importance in enabling vital bodily functions

1.3 Identify a food source for each of the key nutrients

Introduction to some examples of the food sources for each key nutrient, including:

- **Carbohydrates** – fruits, breads and grains, starchy vegetables and sugars. Recommendation to make at least half of the grains you consume whole grains (limiting sugars) as whole grains and fruit are full of fibre, which can reduce the risk of coronary heart disease and maintain normal blood glucose levels
- **Protein** – lean protein sources such as low-fat meat, dairy, beans or eggs
- **Fats** – best sources are liquid monounsaturated and polyunsaturated fats found in olive oil, canola oil, sunflower oil, soybean oil, corn oil, nuts, seeds, and avocados, as well as fatty fish (omega-3 fatty acids). Fats to reduce to prevent disease: foods high in unhealthy saturated fats (red meat, cheese, butter, and ice cream) and trans fats (processed products that contain partially hydrogenated oil).
- **Vitamins** – generally different coloured fruit and vegetables. Other examples – Vitamin C sources include citrus fruits, strawberries and peppers. Vitamin D – essential to regulate the amount of calcium in the bone and prevent bone deformity can be absorbed through exposure to sunlight, however can also be found in food sources such as oily fish – salmon, sardines, herring and mackerel, red meat, liver, egg yolks and fortified foods such as most fat spreads and some breakfast cereals
- **Minerals** – good sources of magnesium include, for example, legumes, whole grains, wheat bran, soybean flour, whole-wheat flour, oat bran, spinach, beet greens, green leafy vegetables. Good sources of calcium include, for example, cheeses, cabbage, broccoli, dark leafy greens, sardines, hazelnuts, yogurt, milk and cottage cheese. Good sources of potassium include potatoes, tomatoes, avocados, orange juice, bananas, cod, salmon and chicken. Best sources of trace minerals, for example selenium include shellfish, butter, fish, wheat germ, whole grains, sunflower seeds and Brazil nuts

1.4 Give examples of current UK healthy eating advice

Reference to the 'Eatwell Guide' / current UK healthy eating advice. To include:

- Eat at least 5 portions of a variety of fruit and vegetables a day
- Choose wholegrain or higher fibre versions of carbohydrate with less added fat, salt or sugar
- Eat more beans and pulses, 2 portions of sustainably sourced fish a week, 1 of which is oily. Eat less red and processed meat
- Choose lower fat and lower sugar options
- Choose unsaturated fats and use in small amounts
- Drink 6-8 glasses of water every day and limit fruit juice or smoothies to a total of 150ml each day

1.5 Outline the purpose of food labelling, to include:

- Discussing how labels can help you choose between products and keep a check on the amount of foods you're eating that are high in fat, salt and added sugars
- Identifying where you can find food labels
- Explanation of what the colour-coded nutritional information means, for example - tells you if the food has high, medium or low amounts of fat, saturated fat, sugars and salt, to include:
 - red means high
 - amber means medium
 - green means low

1.6 Outline the possible impact of a poor diet on health

- State the impact of over or under consumption of nutrients on health

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- Identify conditions/diseases caused by over consumption of food to include: high blood pressure, coronary heart disease, high cholesterol, diabetes, dental disease, obesity
- Identify conditions/disease caused by under consumption of food (nutrients and energy) to include: malnutrition, vitamin and mineral deficiency, weight loss and digestive disorders e.g. constipation

The learner will:

2. Be able to assess own diet in relation to UK healthy eating guidelines

The learner can:

2.1 Record own food and drink diary for five days (to include a weekend)

Using the template provided in the Learner Assessment record (LAR), the learner is to record their food and drink intake for a minimum of 5 days. This can be completed as homework.

2.2 Identify areas of own diet that fit in with UK healthy eating guidelines (based on own food and drink diary)

With reference to their completed food diary and UK healthy eating guidelines, the learner (with tutor assistance where required) is to complete question 1 on the healthy eating improvements worksheet in the Learner Assessment Record. This could also be completed as homework. An example could be:

- Eating 5 portions of different fruit and vegetables every day

2.3 Identify areas of own diet that would benefit from improvement (based on own food and drink diary)

With reference to their completed food diary and UK healthy eating guidelines, the learner (with tutor assistance where required) is to complete questions 2 and 3 on the healthy eating improvements worksheet in the Learner Assessment Record. This could also be completed as homework. Examples could be:

- Reducing the amount of sugary drinks
- Reducing the amount of saturated fats.

Assessment specification

Introduction to healthy eating (R/615/1969)

Assessment element 7: worksheet

The learner must fully complete the 'Introduction to healthy eating' worksheet to achieve a pass.

Learners must give evidence that they have all the necessary knowledge and understanding to meet the requirements of this unit, if they fail to provide sufficient evidence through completion of the worksheet, supplementary questions will need to be asked by the assessor to confirm competence.

All supplementary questions and answers must be recorded.

The worksheet:

- Must be the learner's own work, and group completion is not permitted
- May be completed on a continuous basis
- May be completed away from the centre (e.g., as a homework task)
- May be marked by the course tutor or an independent assessor.

Assessment element 8: food and drink diary

The learner will be required to keep a food and drink diary for a minimum of 5 days (including a weekend). The learner should then identify areas of their own diet that meet the current UK guidelines and areas that need improvement.

Paperwork that relates to this assessment element:

- Case Study – Food Diary
- Worksheet 2 – Healthy Eating Improvements.



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