



Qualification
Guidance

Level 2 Award in Adapting Fitness Instruction for Adolescents



Qualification
Accreditation Number:
500/7244/4
Version FLM004528

Active iQ

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Active IQ Level 2 Award In Adapting Fitness Instruction For Adolescents

Qualification Accreditation No: 500/7244/4

Introduction

The Active IQ Award in Adapting Fitness Instruction for Adolescents is a vocational qualification, at level 2 on the Regulated Qualifications Framework.

Guided learning hours: 12	Total Qualification Time: 30	Credit: 4
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Minimum credit to be achieved at or above the level of the qualification	4
Requirements other than the award of credit which needs to be met before the qualification is awarded:	None
Exemptions:	None

Entry Requirements

- Learners must hold a level 2 Certificate in Fitness Instructing, level 2 Certificate in Teaching Physical Activity for Children or equivalent.

Qualification Outline

Target Learners:

- Fitness Instructors who wish to widen their knowledge and skills to enable them to accommodate adolescents in an exercise environment.

Aim:

- This qualification is designed to provide students with the knowledge and skills required to be able to adapt fitness instruction to accommodate adolescents providing an understanding of the physiological and psychological issues they face and how they affect their ability to exercise.

Progression:

This qualification provides progression to:

- The Level 2 NVQ Diploma in Instructing Exercise and Fitness
- Learners may also broaden their knowledge and skills by progressing to other Active IQ programmes

Links to National Occupational Standards

There are links to:

Activity Leadership

Exercise and Fitness Instructing

Occupational competence statements for tutoring, assessing and internal verifying

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

Tutors, Assessors and Internal Verifiers

Required Criteria

All Tutors, Assessors and 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

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 or
- Level 3 Award in Assessing Vocationally Related Achievement or
- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- 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 or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
- 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 and Unit Content

This qualification comprises of one mandatory unit and one optional unit.

Mandatory Unit

Unit	Accreditation number	Level	Credits
1 Development of adolescents in relation to fitness instruction	R/600/2588	2	3

Optional Units

Unit	Accreditation number	Level	Credits
2 Principles of adapting gym instruction for adolescents	L/600/2590	2	1
3 Principles of adapting group exercise for adolescents	Y/600/2592	2	1

Successful achievement of the mandatory unit and one optional unit must be achieved for the full qualification.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the three stages of adolescence	1.1 Describe the three stages of adolescence <ul style="list-style-type: none"> • Early • Middle • Late
2. Know how to assess teenage obesity	2.1 Outline the national statistics in relation to teenage obesity 2.2 Calculate BMI for adolescents 2.3 Define the classifications for the following BMI ranges: <ul style="list-style-type: none"> • underweight • healthy weight • overweight • obese 2.4 State the consequences of ignoring teenage obesity
3. Understand the physiological changes and the effects of exercise in adolescents	3.1 Describe bone growth 3.2 List factors which affect bone growth 3.3 State the growth characteristics in adolescents 3.4 State the effects of excessive training in adolescents 3.5 Describe the following growth-related injuries <ul style="list-style-type: none"> • growth plate fractures • sever's disease • osgood schlatter's disease • osteochondritis • lumbar spondylosis • scoliosis • scheurmann's disease 3.6 List ways of preventing growth-related injuries 3.7 Differentiate between the cardiorespiratory system of an adult and an adolescent 3.8 Describe the effects of exercise on the cardiorespiratory system of an adolescent 3.9 Differentiate between the endocrine and hormonal system of an adult and an adolescent 3.10 Describe the effects of exercise on the endocrine and hormonal systems of an adolescent
4. Understand the psychosocial challenges faced by adolescents	4.1 Describe the causes and effects of teenage depression 4.2 List the social issues which affect adolescents to include: <ul style="list-style-type: none"> • smoking • drugs • alcohol 4.3 List the causes of eating disorders 4.4 Describe the signs of eating disorders 4.5 List the barriers adolescents may have in leading an active lifestyle
5. Understand the nutritional needs of adolescents	5.1 List the main nutrients required for adolescents 5.2 Describe what would be considered a healthy diet for an adolescent 5.3 Describe how adolescents develop poor eating habits 5.4 List ways in which you can encourage adolescents to eat healthily

<p>6. Understand how to reflect the physical, mental and emotional development of adolescents when planning a fitness session</p>	<p>6.1 List the characteristics of physical, mental and emotional development of adolescents</p> <p>6.2 Describe how the performance capabilities of adolescents are affected by their physical, mental, cognitive and emotional development</p>
<p>Assessment</p>	<p>Worksheet</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the current gym instruction guidelines for adolescents	1.1 State the current exercise guidelines and recommended training for adolescents to include: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility training • motor skills training
2. Understand how to assess the suitability of exercises for adolescents	2.1 Describe the benefits of pre-exercise screening 2.2 List appropriate fitness tests to use with adolescents 2.3 Give examples of suitable questions to ask adolescents in order to assess their current activity levels
3. Understand how to select suitable gym equipment for the stages of adolescence	3.1 List the appropriate gym equipment for each stage of adolescence 3.2 Describe how to maintain safe behaviour in a gym environment
4. Understand how to teach safe and effective gym sessions to adolescents.	4.1 List the instructional qualities which are essential when teaching adolescents 4.2 Describe how to teach a safe and effective gym session to adolescents 4.3 Describe how a gym session for adolescents should be structured
5. Understand how to encourage adolescents to adopt an active healthy lifestyle.	5.1 State the importance of promoting an active healthy lifestyle 5.2 List ways in which adolescents can be motivated to become more active
Assessment	Assignment (Session plan and worksheet questions)

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the current group exercise instruction guidelines for adolescents	1.1 State the current exercise guidelines and recommended training for adolescents to include: <ul style="list-style-type: none"> • cardiovascular training • strength training • flexibility training • motor skills training
2. Understand how to assess the suitability of exercises for adolescents	2.1 Describe the benefits of pre-exercise screening 2.2 List appropriate fitness tests to use with adolescents 2.3 Give examples of suitable questions to ask adolescents in order to assess their current activity levels
3. Understand how to select suitable physical activities for the stages of adolescence	3.1 List the appropriate physical activities for each stage of adolescence 3.2 Describe how to maintain safe behaviour in a group exercise environment
4. Understand how to teach safe and effective group exercise to adolescents.	4.1 List the instructional qualities which are essential when teaching adolescents 4.2 Describe how to teach a safe and effective group exercise to adolescents 4.3 Describe how a group exercise session for adolescents should be Structured
5. Understand how to encourage adolescents to adopt an active healthy lifestyle.	5.1 State the importance of promoting an active healthy lifestyle 5.2 List ways in which adolescents can be motivated to become more active
Assessment	Assignment (Session plan and worksheet questions)

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