

# SPECIFICATION

**IAO Level 2 Award in Delivering Exercise to Children and Adolescents**

**Qualification Number: 603/0973/8**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

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| <b>Qualification Accreditation Number (QAN)</b> | 603/0973/8  |
| <b>Qualification review date</b>                | 31 <sup>st</sup> January 2021   |
| <b>Guided Learning Hours (GLH)</b>              | Minimum 4 hours   |
| <b>Total Qualification Time (TQT)</b>           | 24 hours  |
| <b>RQF level</b>                                | 2   |
| <b>Qualification credit value</b>               | 4 credits   |
| <b>Minimum credits at/above level</b>           | 4 credits   |
| <b>Assessment requirements</b>                  | <p>Portfolio of Evidence</p> <p>This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).</p>  |
| <b>Aims and objectives of the qualification</b> | <p>This qualification aims to equip the individual with the underpinning knowledge and practical skills required to plan, deliver and manage gym based exercise for children and adolescents aged 5-15. Candidates' will learn how to continuously evaluate progressive physical activity programmes for this group to ensure they are safe and effective.</p>  |
| <b>Entry guidance</b>                           | <p>As a prerequisite, learners must have achieved a Level 2 Certificate in Fitness Instructing. This qualification is suitable for those who work within the Sport, Leisure and Recreation sector. It provides learners with an opportunity to demonstrate their skills and knowledge in developing and working with children and adolescents aged 5-15 in a gym-based environment.</p> <p>It is recommended that learners undergo a DBS check prior to commencement of the qualification.</p> <p>Note: Learners can be employed before the DBS check is complete provided the organisation is satisfied, on the basis of other checks, that it is safe to do so; however, organisations cannot let anyone have unsupervised access to children until they have a satisfactory DBS check.</p> |

## **Progression opportunities**

Learners will be able to work with children and adolescents aged 5-15 within a gym-based environment. Progression could be onto further training or education including work based qualifications in areas such as leisure and exercise.

On completion of this qualification, learners may progress to:

- IAO Level 2 Award in Employment Awareness in Active Leisure and Learning
- IAO Level 2 NVQ Diploma in Instructing Exercise and Fitness
- IAO Level 3 Award in Adapting Exercise for Older Adults
- IAO Level 3 Award in Adapting Exercise for Ante and Post Natal Participants
- IAO Level 3 Certificate in Personal Training

This qualification may offer continuous professional development for learners employed in the following roles:

- Fitness instructor
- Leisure centre assistant
- Personal Trainer

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and Appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

### **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

### **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

### **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

### **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

### **Qualification Structure**

Learners must achieve all of the mandatory content. Learners must gain all 2 units with a total value of 4 credits to gain the IAO Level 2 Award in Delivering Exercise to Children and Adolescents.

The total Guided Learning Hours (GLH) for this qualification is 4 hours. Total Qualification Time is 40 hours.

### **Unit Structures**

All mandatory units are included in this specification pack.



**Mandatory units**

| Unit ref          | Unit title   | Level | Credit value | GLH |
|-------------------|--|-------|--------------|-----|
| <b>F/615/4432</b> | Delivering gym-based exercise sessions for children and adolescents    | 2     | 1            | 2   |
| <b>J/615/4433</b> | Understanding factors that affect exercise in children and adolescents | 2     | 3            | 2   |

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| <b>Title:</b>   | <b>F/615/4432 Delivering gym-based exercise sessions for children and adolescents</b>   |
| <b>Level:</b>   | <b>2</b>  |
| <b>Credit Value:</b>  | <b>1</b>  |
| <b>Calculated GL:</b>   | <b>2</b>  |
| <b>Calculated TQT:</b>  | <b>12</b>   |
| <b>Learning Outcomes</b><br><b>The learner will:</b>  | <b>Assessment Criteria</b><br><b>The learner can:</b>   |
| 1. Know the guidelines for teaching exercise sessions to children and adolescents aged 5-15 | 1.1 Outline the current guidelines for teaching exercise to: <ul style="list-style-type: none"> <li>• children aged 5-11</li> <li>• adolescents</li> </ul>  |
| 2. Know how to select gym activities for children and adolescents aged 5-15                 | 2.1 State the reasons for benefits of pre-exercise screening<br>2.2 Describe the purpose of a Physical Activity Readiness Questionnaire (PARQ) designed for this age group<br>2.3 Give examples of questions that can be used to determine: <ul style="list-style-type: none"> <li>• exercise preference</li> <li>• current activity levels</li> </ul> 2.4 Outline fitness tests which could be used to establish baseline fitness levels in: <ul style="list-style-type: none"> <li>• children aged 5-11</li> <li>• adolescents</li> </ul> 2.5 Identify gym activities suitable for: <ul style="list-style-type: none"> <li>• children aged 5-11</li> <li>• adolescents</li> </ul> |

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| <p>3. Understand how to deliver a gym-based exercise session to children and adolescents aged 5-15</p> | <p>3.1 Identify the health and safety considerations for teaching gym-based exercise to children and adolescents aged 5-15</p> <p>3.2 Describe how to ensure children and adolescents aged 5-15 behave safely within a gym environment</p> <p>3.3 Describe how to structure a gym exercise session for children and adolescents aged 5-15</p> <p>3.4 Describe exercise adaptations relevant to:</p> <ul style="list-style-type: none"> <li>• children aged 5-11</li> <li>• adolescents</li> </ul> <p>3.5 Describe verbal communication methods that can be used when instructing gym-based exercise sessions for:</p> <ul style="list-style-type: none"> <li>• children aged 5-11</li> <li>• adolescents</li> </ul> <p>3.6 Describe non-verbal communication methods that can be used when instructing gym-based exercise sessions for:</p> <ul style="list-style-type: none"> <li>• children aged 5-11</li> <li>• adolescents</li> </ul> |
| <p>4. Understand how to deliver start-up sessions</p>  | <p>4.1 Outline:</p> <ul style="list-style-type: none"> <li>• start-up guidelines</li> <li>• hard lines</li> </ul> <p>4.2 Outline start-up session structure including required paperwork</p> <p>4.3 Outline the Family and Teen Equipment List</p>  |
| <p>5. Be able to deliver a supervised gym session</p>  | <p>5.1 Identify supervised gym guidelines and hard lines</p> <p>5.2 Outline a supervised gym session structure</p> <p>5.3 Plan a supervised gym session</p> <p>5.4 Give examples of effective group management techniques</p>   |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>  |   |

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| <b>Unit aim (s)</b>   | This unit aims to provide learners with the knowledge to enable them to plan a gym exercise session appropriate to the needs of children and adolescents aged 5-15, to use their knowledge to enable safe and effective exercise choice and structure, and to adapt exercise in line with changes occurring across this age range. |
| <b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>    | N/A  |
| <b>Details of the relationship of the unit and relevant national occupational standards</b> | N/A  |

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| <b>Title:</b>  | <b>J/615/4433 Understanding factors that affect exercise in children and adolescents</b>   |
| <b>Level:</b>  | <b>2</b>   |
| <b>Credit Value:</b>   | <b>3</b>   |
| <b>Calculated GL:</b>  | <b>2</b>   |
| <b>Calculated TQT:</b>   | <b>12</b>  |
| <b>Learning Outcomes<br/>The learner will:</b>   | <b>Assessment Criteria<br/>The learner can:</b>  |
| 1. Know the developmental changes that occur in children and adolescents                           | 1.1 Describe the key developmental changes that occur in children and adolescents from the ages of 5 to 15   |
| 2. Know the physiological changes that occur in children and adolescents aged 5-15                 | 2.1 Identify the main characteristics of growth between the ages of 5 and 15<br>2.2 Outline the process of bone growth<br>2.3 State the factors affecting bone growth<br>2.4 State the differences between the cardiorespiratory systems of an adult, developing child and adolescent<br>2.5 State the differences between the hormonal systems of an adult, developing child and adolescent<br>2.6 Outline how the nervous system develops between the ages of 5-15 |
| 3. Know the effects of exercise on the systems of the bodies of children and adolescents aged 5-15 | 3.1 Describe the effects of exercise on the cardiorespiratory system of children and adolescents aged 5-15<br>3.2 Describe the effects of exercise on the hormonal systems of children and adolescents aged 5-15<br>3.3 Describe the effects of exercise on the muscular skeletal system of children and adolescents aged 5-15<br>3.4 Describe the effects of exercise on the nervous system in children and adolescents between the ages of 5-15                    |

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| <p>4. Understand the potential adverse effects of exercise on adolescents</p>  | <p>4.1 Outline the effects of excessive training on children and adolescents aged 5-15<br/>4.2 List growth-related injuries<br/>4.3 Explain how to help prevent growth-related injuries</p>   |
| <p>5. Understand the impact of psychosocial factors on the adoption of a healthy lifestyle by children and adolescents aged 5-15</p> | <p>5.1 Describe potential barriers to the uptake and maintenance of an active lifestyle by children and adolescents aged 5-15<br/>5.2 Describe the psychosocial factors which may affect the eating habits of children and adolescents aged 5-15<br/>5.3 Explain the potential negative impact of psychosocial factors in children and adolescents aged 5-15</p>  |
| <p>6. Know how to select exercises that are appropriate for children and adolescents aged 5-15</p>                                   | <p>6.1 Identify the impact of exercise choice on:<br/> <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• emotional development</li> </ul> 6.2 Describe activities that may be suitable for:<br/> <ul style="list-style-type: none"> <li>• Children aged 5-11</li> <li>• Adolescents</li> </ul> </p>   |
| <p><b>Additional information about this unit</b></p> <p>N/A</p>  |   |
| <p><b>Unit aim (s)</b></p>   | <p>Learners will be able to identify the factors affecting childhood and adolescent obesity and exercise adherence. They will also understand changes to the bodies of children and adolescents aged 5-15 and the impact of this, and psychosocial factors that may affect motivation, exercise and eating patterns, and identify safe activities that reflect the relevant stage of growth and development</p> |
| <p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>                                      | <p>N/A</p>  |
| <p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>                                   | <p>N/A</p>  |