

# Qualification specification

**NCFE Level 2 Award in Instructing Group  
Cycling  
QN: 603/3936/6**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 2.0 October 2020).

<b>Version</b>	<b>Publication Date</b>	<b>Summary of amendments</b>
1.2	January 2020	Information regarding the safeguarding and wellbeing of learners added to Section 4 (page 31).
2.0	October 2020	References to the Register of Exercise Professionals (REPs) removed as this qualification is no longer endorsed.
2.1	June 2022	Information regarding entry requirements added to Section 1 Information about the language of assessment evidence added to Section 2

# Section 1

## About this qualification

## About this qualification

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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## Support Handbook


This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

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<b>Qualification summary</b>	
<b>Qualification title</b>	Level 2 Award in Instructing Group Cycling
<b>Qualification number (QN)</b>	603/3936/6
<b>Aim reference</b>	60339366
<b>Total Qualification Time (TQT)</b>	58
<b>Guided Learning Hours (GLH)</b>	48
<b>Minimum age</b>	16
<b>Qualification purpose</b>	This qualification is designed for learners who wish to develop the skills and knowledge to plan and instruct safe and effective group cycling sessions as a core group exercise instructor.
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the role and scope of a group cycling instructor</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• develop skills and knowledge in a range of areas relevant to a group cycling instructor, such as: <ul style="list-style-type: none"> <li>- the benefits and training effects of group cycling</li> <li>- health and safety considerations</li> <li>- the handle bar grips, seat positions and riding techniques that could be used in group cycling sessions</li> <li>- the use of music and licensing</li> <li>- how to plan safe and effective group cycling sessions</li> <li>- how to instruct, observe and monitor participants</li> </ul> </li> <li>• demonstrate the knowledge, understanding and practical skills needed to work as a group cycling instructor.</li> </ul>
<b>Real work environment (RWE) recommendation</b>	Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. Often used to support simulation.
<b>Rules of combination</b>	Learners must achieve both mandatory units.
<b>Grading</b>	Achieved/Not Yet Achieved.

<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Endorsement</b>	This qualification is endorsed by CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) and is aligned to the CIMSPA Core Group Exercise Instructor Professional Standard.
<b>Recognition</b>	
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 2 Award in Instructing Circuit Training</li> <li>• Level 2 Award in Instructing Suspension Training</li> <li>• Level 2 Award in Instructing Kettlebell Training</li> <li>• Level 3 Diploma in Personal Training.</li> </ul> <p>Learners who achieve this qualification could also progress into employment or self-employment as a group cycling instructor.</p>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/3936/6.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

This qualification is designed for learners who wish to work in the exercise and fitness industry as a group cycling instructor or for existing gym instructors who wish to expand their current skills to offer group cycling sessions.

Learners must have achieved a suitable Level 2 Fitness or Gym Instructing qualification before enrolling onto this qualification

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **both mandatory units**.

Please refer to the list of units on the following page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

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## Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	R/617/4023	Planning group cycling sessions	2	27
Unit 02	Y/617/4024	Instructing group cycling sessions	2	21

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in this component to gain the Level 2 Award in Instructing Group Cycling.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification.

The Tutor must be satisfied that the work produced is the learner's own.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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# Section 2

## Unit content and assessment guidance

### **Unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The Explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

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**Unit 01 Planning group cycling sessions (R/617/4023)**

<b>Unit summary</b>	This unit covers the knowledge and understanding that an instructor needs to plan safe and effective group cycling sessions.
<b>Guided learning hours</b>	27
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Understand the benefits, uses and principles of group cycling

The learner can:

- 1.1 Describe the benefits of group cycling sessions
- 1.2 Describe the training effects from group cycling
- 1.3 Explain the differences between free and fixed wheel

**Assessment guidance**

<b>Delivery and assessment</b>
<p>1.1 Learners must describe the benefits of group cycling. This could include:</p> <ul style="list-style-type: none"> <li>• physical benefits, eg health benefits, lower risk of disease, weight management, stress reduction, etc</li> <li>• benefits to the instructor, eg can accommodate all levels of ability in one class</li> <li>• benefits to participants, eg low impact, social interaction, rehabilitation, indoor for cyclists in the winter as a training tool, social aspects, convenience, frequency and availability of sessions at a range of facilities.</li> </ul> <p>1.2 Learners must describe the different training effects that can be achieved with group cycling. This could include:</p> <ul style="list-style-type: none"> <li>• short and long-term benefits</li> <li>• muscular strength</li> <li>• endurance</li> <li>• aerobic and anaerobic fitness</li> <li>• core strength</li> <li>• flexibility and joint mobility</li> <li>• body composition</li> <li>• skill related fitness (power, balance, coordination, speed, agility, reaction time).</li> </ul> <p>1.3 Learners must explain:</p> <ul style="list-style-type: none"> <li>• the differences between free and fixed wheel, eg free wheel (used for outdoor cycling and when movement is required), fixed wheel (used for indoor cycling and when braking is required)</li> <li>• the advantages and disadvantages of both.</li> </ul>

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- NCFE optional workbook
- worksheets
- assignments.

## Learning outcome 2

The learner will:

- 2 Understand the health and safety considerations for group cycling sessions

The learner can:

- 2.1 Explain the safety considerations relating to group cycling sessions:

- environment
- equipment
- participants

- 2.2 Explain the potential risks to participants and the precautions to take

- 2.3 Explain how to set up and use a bike correctly

- 2.4 Describe possible contraindications to group cycling training

## Assessment guidance

### Delivery and assessment

2.1 Learners must explain the main safety considerations and checks to make for group cycling sessions. Examples could include:

- environment, eg clear floor space, spacing of bikes, layout of the room, positioning of the instructor, eg are they visible, temperature and ventilation of the room, etc
- equipment, eg checking of the bike (common problems), identifying unusable bikes, the process of reporting damaged equipment, hygiene, safe set up, dismantling and storing of equipment
- participants, eg initial screening and verbal screening (any contraindications, injuries, reasons for temporary deferral of exercise, ability), suitable clothing, correct set up of bike for the participant (seat/foot position, use of bike with cleats), how to reduce intensity, how to brake safely, how to get on and off the bike correctly, rest when needed, rehydration.

2.2 Learners must explain the potential risks to participants and the precautions to take.

Risks could include: potential injury (tendinopathy, overuse, back, knee and ankle injuries) through lack of experience/ability, hydration and overheating/exertion, incorrect set up of the bike, riding position, speed/cadence, unsuitable clothing or footwear being worn.

Precautions could include: screening of participants, checking of ability/experience, correct bike set up, riding positions, correct resistance, education about overtraining, instructor (teaching points,

observation, clear verbal and visual communication, correct demonstrations, screening, temperature of room, encouragement to rehydrate).

2.3 Learners must explain the process of setting up a bike, components of the bike, how to make adjustments to the seat and handle bar heights, other adjustments that can be made to the bike and resistance, how to get on and off the bike correctly, clipping in/cleats/foot straps, how to brake safely, checks required before and after use.

2.4 Learners must describe possible contraindications to group cycling training, examples could include: joint problems, lower back pain, pregnancy, heart conditions and high blood pressure, existing and or previous injuries, recovery from injury, illness or health related issues.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- NCFE optional workbook
- worksheets
- assignment
- health and safety checklist.

### Learning outcome 3

The learner will:

3 Understand the techniques to use in group cycling sessions

The learner can:

- 3.1 Identify the range of handle bar grip positions and when to use them
- 3.2 Explain the riding techniques and when they would be used
- 3.3 Explain how to pedal efficiently
- 3.4 Identify methods of varying intensity
- 3.5 Explain the importance of correct posture and breathing in group cycling

### Assessment guidance

#### Delivery and assessment

3.1 Learners must identify the range of handle bar grip positions (hand positions) and when to use them, eg narrow, wide, position 1 (seated, ride easy), position 2 (seated climb), position 3 (standing climb), additional (standing/seated sprints, jumping).

3.2 Learners must explain the different riding techniques and that they should be relevant to the aims of the session. They must explain why and when you would use each technique, key teaching points, the training effect of each, and include the way the pedals may feel, eg seated, ride easy, seated climb, standing climb, sprinting, jumping, warm-up and cool-down.



3.3 Learners must explain how to pedal efficiently, ie power output, cadence, RPM and watts. They must explain what each of the terms means and show an understanding of the resistance and how to maintain correct cadence throughout the session.

3.4 Learners must identify methods of varying intensity, eg uphill climbs, bursts of speed, recovery periods, increasing and decreasing resistance.

3.5 Learners must explain the correct posture for group cycling and the importance of maintaining correct posture, eg efficient breathing, more effective session, improved performance and enjoyment, and to prevent development of injury/overuse conditions.

- breathing – in through the nose, out through the mouth, effective use of breathing muscles
- posture – handgrip and shoulders relaxed, how poor posture can affect efficient breathing.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence could include:

- NCFE optional workbook
- worksheets
- assignments.

### **Learning outcome 4**

The learner will:

- 4 Understand the use of music during group cycling sessions

The learner can:

- 4.1 Describe licensing requirements that cover the use of music
- 4.2 Describe the importance of music during group cycling sessions
- 4.3 Give examples of how to match music to the different training profiles and sections of the session
- 4.4 Identify the reasons to use a microphone during group cycling sessions

### **Assessment guidance**

#### **Delivery and assessment**

4.1 Learners must describe the licensing requirements for using music in a group cycling session, to include PPL and PRS and the implications of not having a license. Learners must also give examples of the options they have for buying pre-paid licensed music.

4.2 Learners must describe how important music is to regulate the intensity and motivate participants during the different profiles/sections of the session.

4.3 Learners must give examples of appropriate music with considerations to speed, beat, tempo, instrumentals, lyrics, timings, choreography and phrasing of the music, flow of the session and to achieve the training objective of the training profile/session.

4.4 Learners must identify the reasons to use a microphone during group cycling sessions, examples could include:

- why a microphone is used
- use of volume
- benefits to the instructor (eg instructions being clear/heard, not damaging voice)
- risk to the instructor (eg malfunction, clarity of instructions to participants).

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence could include:

- NCFE optional workbook
- worksheets
- assignment
- report.

### **Learning outcome 5**

The learner will:

5 Be able to plan safe and effective group cycling sessions

The learner can:

- 5.1 Plan the aims and objectives of the session
- 5.2 Plan the equipment and the training environment
- 5.3 Plan the structure and content of the group cycling session
- 5.4 Plan adaptations, alternatives and modifications

### **Assessment guidance**

#### **Delivery and assessment**

Learners must plan for a safe and effective circuit training session for a minimum of 4 participants. Learners must plan for a minimum of a 30 minute session and present the plan in a suitable format that could be used in the industry.

- 5.1 Learners must include in the plan the aim/objectives of the session, eg weight loss, improved well-being, increased cardio capacity, enjoyment, good technique, etc.
- 5.2 Learners must include in the plan, the environment and the equipment needed, eg music, speaker, microphone, music play lists, any other considerations (hygiene, space and positioning of bikes), etc.
- 5.3 The session plan must include the following components with appropriate exercises included for each section:
  - warm-up

- main session
- cool-down (with appropriate stretching).

The main session must include:

- appropriate training profiles for each section
- pace
- timings
- intensities
- resistance
- repetitions
- teaching points.

5.4 Learners must include in the plan adaptations/modifications/alternatives – alternatives could include: resistance, positioning, speed or intensity.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence must include:

- session plan.

Evidence could include:

- class profile sheet.

### **Learning outcome 6**

The learner will:

6 Understand how to instruct safe and effective group cycling sessions

The learner can:

- 6.1 Explain the importance of correct demonstrations and clear instruction
- 6.2 Describe ways to observe and monitor performance
- 6.3 Explain ways to correct and reinforce technique
- 6.4 Explain ways to engage and motivate participants during group cycling sessions

## Assessment guidance

### Delivery and assessment

6.1 Learners must explain the importance of correct demonstrations and clear instruction, this could include:

- prevent injury
- participants understand what is required
- correct alignment and posture
- participants use correct technique
- why demonstration is used to support technique
- when to provide further demonstration or verbal instructions
- when to provide one to one support and coaching.

6.2 Learners must describe ways to observe and monitor performance, this could include:

- positioning, so that the instructor can see the whole class
- moving around the group (if appropriate)
- use of teaching tools (mirror/ceiling height)
- use of monitoring techniques, eg RPE (the rating of perceived exertion), training zones, heart rate monitoring, talk test
- participant interaction – to check levels of engagement and effort levels.

6.3 Learners must explain ways to correct and reinforce technique, this could include:

- use of teaching points/demonstrations
- reinforcement of technique
- offering of alternatives/adaptations
- moving around the group to correct or improve a participant's technique
- use of mirrors for participants to observe themselves
- emphasis on correct posture and breathing.

6.4 Learners must explain ways to engage and motivate participants during group cycling sessions, this could include:

- use of music
- pitch and tone of voice
- engagement with the class
- encouragement
- visualisation
- eye contact with participants.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### **Types of evidence**

Evidence could include:

- NCFE optional workbook
- worksheet
- assignment
- poster.

**Unit 02 Instructing group cycling sessions (Y/617/4024)**

<b>Unit summary</b>	This unit covers the skills that an instructor needs to deliver safe and effective group cycling sessions and evaluate their performance to improve future sessions.
<b>Guided learning hours</b>	21
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Be able to prepare for a group cycling session

The learner can:

- 1.1 Prepare self for a group cycling session
- 1.2 Prepare the environment for a group cycling session
- 1.3 Prepare the equipment for a group cycling session

**Assessment guidance**

<b>Delivery and assessment</b>
<p>1.1 Learners prepare self for a group cycling session, this must include:</p> <ul style="list-style-type: none"> <li>• wearing appropriate clothing and have a professional appearance</li> <li>• arriving in good time to prepare the environment and prepare own bike</li> <li>• allowing time to welcome and screen participants, and complete pre session checks.</li> </ul> <p>1.2 Learners prepare the environment for a group cycling session, this must include:</p> <ul style="list-style-type: none"> <li>• safely preparing the space</li> <li>• checking ventilation</li> <li>• checking lighting</li> <li>• checking fire hazards (if applicable)</li> <li>• cleaning water spills/sweat, etc (if applicable).</li> </ul> <p>Learners should deal with or refer any issues discovered. Learners could carry out a risk assessment for the group cycling session.</p> <p>1.3 Learners must prepare the equipment for the group cycling session, this must include:</p> <ul style="list-style-type: none"> <li>• safely setting up their own bike and checking participant's bikes</li> <li>• checking any audio/visual equipment that they intend to use, eg microphone, sound system, tracking system, etc</li> <li>• having music prepared for the session.</li> </ul> <p>Learners must deal with or refer any issues discovered. Learners could carry out a risk assessment for the group cycling session.</p>

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

### Types of evidence

Evidence could include:

- NCFE optional observation checklist
- written Assessor observation
- risk assessment.

## Learning outcome 2

The learner will:

- 2 Be able to prepare participants for a group cycling session

The learner can:

- 2.1 Welcome and make participants feel at ease
- 2.2 Carry out pre-exercise screening with participants
- 2.3 Instruct participants in the correct set up of the bike
- 2.4 Demonstrate to participants how to brake safely whilst on the bike
- 2.5 Provide key safety information to participants

## Assessment guidance

### Delivery and assessment

- 2.1 Learners must welcome participants and make them feel at ease, eg be friendly, use open body language, smile, greet participants at entrance to class, identify previous experience, identify any concerns, have general conversation, set tone, etc.
- 2.2 Learners must carry out pre-exercise screening of new participants (can include verbal screening), check experience, and check for any injuries or potential contraindications. If injuries are identified appropriate alternatives/modifications should be offered to the participant. If contraindications are identified, appropriate action should be taken.
- 2.3 Learners must instruct participants in the correct set up of the bike, this could include: positioning (knee, elbows, posture), saddle height, handle bars, feet positions, hand positions, etc.
- 2.4 Learners must provide an explanation and demonstration on how to safely brake whilst on the bike.
- 2.5 Learners must provide key safety information to participants, this could include: hydration, working within own ability, remembering to pace oneself, to take a break when needed, stop if feeling unwell.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- NCFE optional observation checklist
- written Assessor observation
- video with written commentary.

**Learning outcome 3**

The learner will:

- 3 Be able to deliver a safe and effective group cycling session

The learner can:

- 3.1 Provide an introduction to the group cycling session
- 3.2 Demonstrate the correct posture and breathing technique
- 3.3 Deliver a safe and effective group cycling session, to include:
- warm-up
  - main training component
  - cool-down and stretches
- 3.4 Give clear instructions and correct demonstrations of riding techniques
- 3.5 Manage the class safely and effectively
- 3.6 Demonstrate a range of effective verbal/non-verbal communication techniques
- 3.7 Provide motivation and encouragement to participants throughout the session
- 3.8 Manage the overall session timings
- 3.9 Conclude the session and leave the environment in a safe, suitable condition, ready for further use

**Assessment guidance****Delivery and assessment**

For this learning outcome, learners should be assessed in a real work environment, ideally, 'on the job'/at work. For this role, it could include: a gym, studio, sports hall, the outdoors, etc. Where practically possible 'real' participants should be used as opposed to peers. Learners must be observed for 30 minutes with ideally a minimum of 4 participants.

3.1 Learners must provide an introduction to the group cycling session, which must include:

- the aims and objectives of the session, eg fat loss, increase cardiovascular fitness, etc
- basic information on the session, eg how long the session will be, what to expect, etc.

3.2 Learners must demonstrate the correct posture and breathing techniques, eg lengthen your torso, breathe using diaphragm, don't hold breath, elbows at 90 degrees, weight behind head, head up, etc.

3.3 Learners must deliver a safe and effective group cycling session, the delivery must be appropriate for each section of the session, which must include a warm-up, main component (mix of training profiles) and cool-down section with stretches.



3.4 Learners must use effective coaching, teaching or instruction methods and they must also give clear instructions and correct demonstrations throughout the group cycling session.

3.5 Learners must manage the class safely and effectively, this must include:

- being positioned effectively to observe and monitor the class
- observing participants effectively - reacting and adapting to participants needs
- appropriate intervention (if applicable), eg offer alternatives or adaptations, reinforce teaching points, adjust resistance, pace, correct technique/posture/breathing, reinforce safety points as appropriate
- effective monitoring, eg using a range of recognised techniques (talk test, heart rate monitoring).

3.6 Learners must demonstrate a range of effective verbal and non-verbal communication techniques. This could include: mirroring, demonstrations, cueing, etc.

3.7 Learners must provide motivation and encouragement to participants throughout the session, eg positive vocal encouragement, providing positive feedback throughout the class, being enthusiastic, etc.

3.8 Learners must show ability to manage the timings of the session effectively and efficiently (as appropriate for each section of the session and for the training profiles).

3.9 Learners must bring the session to an end safely and appropriately and leave the area in a safe and suitable condition, which is ready for further use. Examples could include: an appropriate cool-down, used equipment has been dismantled, cleaned and stored away, according to manufacturer's instructions and showing an awareness of manual handling, if appropriate, etc.

The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence could include:

- NCFE optional observation checklist
- written Assessor observation
- video with written commentary.

#### **Learning outcome 4**

The learner will:

- 4 Be able to evaluate and reflect on a group cycling session

The learner can:

- 4.1 Provide feedback to participants on their performance during the session  
 4.2 Gain feedback from participants about the group cycling session  
 4.3 Evaluate the session and reflect on own performance  
 4.4 Plan improvements for personal performance and future sessions

**Assessment guidance**

<b>Delivery and assessment</b>
<p>4.1 Learners must give feedback to participants on the group cycling session, this could relate to participation, effort levels, engagement or future developments/sessions.</p> <p>4.2 Learners must gather feedback from participants on the group cycling session and record the feedback in an appropriate way, this could include: what went well, what could be improved, what they liked or disliked etc.</p> <p>4.3 Learners must consider how well the training profile and instructing style met the participants' needs and take into consideration the feedback gathered from participants.</p> <p>4.4 Learners must plan improvements for personal performance and for future sessions. The Explanation of terms (Section 3) explains how the terms used in the unit content are applied to this qualification.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• feedback forms</li><li>• self-evaluation</li><li>• action plan</li><li>• personal development plan.</li></ul>

# Section 3

## Explanation of terms

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This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# **Section 4**

## **Additional information**

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### **Resource requirements**

To assist in the delivery of this qualification, centres should have access to appropriate facilities and equipment to enable them to cover all the learning outcomes.

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### **Support for learners**

#### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

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### **Support for centres**

#### **Key Facts**

This document outlines the key information of this qualification for the centre, learner and employer.

#### **Useful websites**

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- CIMSPA (Chartered Institute for the Management of Sport and Physical Activity) [www.cimspa.co.uk/](http://www.cimspa.co.uk/)

#### **NCFE workbook**

There is an optional NCFE workbook which covers Unit 01 in this qualification. This document can be downloaded free of charge on the NCFE website.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Contact us

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