



Qualification  
Guidance

# Active IQ Level 2 Award in Instructing Studio Cycling

Qualification  
Accreditation Number:  
**603/6736/2**  
Version AIQ005890

**Active iQ**

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# Active IQ Level 2 Award in Instructing Studio Cycling

## Qualification accreditation number: 603/6736/2

### Introduction

The Active IQ Level 2 Award in Instructing Studio Cycling is at Level 2 on the Regulated Qualifications Framework (RQF).

<b>Guided learning hours:</b>	14	<b>Total qualification time:</b>	25
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### Entry requirements:

- A suitable Level 2 fitness instructing qualification, for example:
  - Active IQ Level 2 Certificate in Gym Instructing.
  - Active IQ Level 2 Certificate in Group Training.
  - Active IQ Level 2 Certificate in Fitness Instructing.
- Some experience of studio cycling is useful.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication pitched at Level 1.

## Qualification outline

### Target learners:

- Learners aged 16+.
- Qualified fitness instructors wishing to widen their skills to offer studio cycling.

### Purpose

The purpose of this qualification is to provide learners with an understanding of the legal and professional requirements of a group cycling instructor. Learners are provided with an understanding of the key concepts of studio cycling and how technology can be used in studio cycling sessions. Learners are also provided with the knowledge and skills to be able to plan, prepare and deliver safe and effective group studio cycling sessions.

### Progression

This qualification provides progression on to:

- Active IQ Level 2 Award in Instructing Kettlebells.
- Active IQ Level 2 Award in Instructing Circuit Sessions.
- Active IQ Level 2 Certificate in Group Training.
- Active IQ Level 3 Diploma in Personal Training.
- Apprenticeships within the active leisure sector.

### Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- Group Training.

# Occupational competence statements for tutoring, assessing and internally verifying

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

## **Required criteria**

All tutors, assessors and internal verifiers must:

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

## **Tutors and assessors**

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

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

## **Assessors**

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

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

## **Internal verifiers**

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

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

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

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## Qualification structure

Learners must complete the one mandatory unit.

### Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Planning and instructing studio cycling sessions	A/615/3444	2	14	25

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the legal and professional requirements for group studio cycling</p>	<p>1.1 Describe the legal and ethical responsibilities of a studio cycling instructor, to include:</p> <ul style="list-style-type: none"> <li>• Screening</li> <li>• Recording information</li> <li>• Record-keeping</li> <li>• Client confidentiality</li> </ul> <p>1.2 Explain the personal insurance requirements of a studio cycling instructor</p> <p>1.3 Outline the health, safety and insurance requirements when hiring venues or facilities</p> <p>1.4 Explain the term ‘duty of care’ relating to the health and safety of self and others</p> <p>1.5 Explain the licensing requirements of a studio cycling instructor, for example, music brands</p>
<p>2. Understand the skills, motivations and behaviours needed when delivering to groups</p>	<p>2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include:</p> <ul style="list-style-type: none"> <li>• Building a rapport</li> <li>• Motivation and enthusiasm</li> <li>• Communication skills</li> </ul> <p>2.2 Identify ways that an instructor can build social support and inclusion within a group environment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the key concepts of studio cycling	3.1 Describe the types of studio cycling sessions on offer 3.2 Identify the benefits of studio cycling for clients 3.3 Describe a range of handlebar grips, to include: <ul style="list-style-type: none"> <li>• Narrow grip</li> <li>• Wide grip</li> <li>• High grip</li> </ul> 3.4 State the importance of efficient pedal strokes/cadence 3.5 Describe a range of riding techniques, to include: <ul style="list-style-type: none"> <li>• Seated</li> <li>• Seated climb</li> <li>• Standing climb</li> <li>• Sprinting</li> <li>• Hovering</li> </ul> 3.6 Explain the difference between free and fixed wheel cycling 3.7 Describe how visualisation techniques can be used to maximise client motivation 3.8 Explain how different profiles can be used to plan studio cycling classes 3.9 Describe how to match music to different profiles/ sections of the class
4. Understand the principles of training for studio cycling	4.1 Identify the muscles that are trained during studio cycling, to include: <ul style="list-style-type: none"> <li>• Quadriceps</li> <li>• Hamstrings</li> <li>• Gastrocnemius</li> <li>• Soleus</li> <li>• Gluteals</li> <li>• Abdominals</li> <li>• Erector spinae</li> <li>• Stabilising muscles</li> </ul> 4.2 Explain the importance of posture for efficient breathing when cycling 4.3 Explain how to monitor intensity during the studio cycling session 4.4 Explain the importance of rehydration during studio cycling sessions 4.5 Explain how small equipment can be incorporated into a studio cycling session to provide a whole-body workout

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Understand how technology can be used in studio cycling sessions	5.1 Explain how technology can help clients to increase their activity levels, for example: <ul style="list-style-type: none"> <li>• Heart-rate monitors</li> <li>• Mobile-phone applications</li> <li>• Wearable technology</li> </ul> 5.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 5.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
6. Know the safety considerations when instructing a studio cycling session	6.1 Identify the safety considerations relating to studio cycling, to include: <ul style="list-style-type: none"> <li>• Verbal screening</li> <li>• Bike safety and set-up</li> <li>• Foot position</li> <li>• Seat height</li> <li>• Fore/aft seat position</li> <li>• Handlebar height</li> <li>• Correct form</li> </ul> 6.2 Explain the common injuries caused by studio cycling and how to avoid these, for example: <ul style="list-style-type: none"> <li>• Knee injuries</li> <li>• Back injuries</li> <li>• Hip injuries</li> <li>• Wrist injuries</li> </ul> 6.3 Explain how to monitor and promote safe studio cycling when delivering online sessions 6.4 Identify the common hazards that may occur in a studio cycling environment 6.5 Describe how to deal with common hazards and manage risk in the studio cycling environment
7. Understand how to clean and maintain studio cycling equipment	7.1 Describe the appropriate checks required to ensure the safety and cleanliness of studio cycling equipment, to include: <ul style="list-style-type: none"> <li>• Checking for any loose or worn parts</li> <li>• Checking chain/belt tension</li> </ul> 7.2 List the cleaning substances that can be used to clean the studio cycling equipment 7.3 Describe the regular cycle maintenance required to ensure the safety of studio cycling equipment, to include: <ul style="list-style-type: none"> <li>• Lubrication of moving parts</li> <li>• Tightening bolts/pins</li> <li>• Cleaning brake pads</li> <li>• Cleaning and inspection of the interior of the chain guard</li> <li>• Cleaning, inspection and lubrication of pedal threads</li> </ul>

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Be able to plan a safe and effective group studio cycling session	8.1 Identify potential risks and hazards that may affect the safety of clients in the chosen environment 8.2 Plan a safe and effective group studio cycling session to meet clients' needs and incorporate different components of fitness 8.3 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 8.4 Select appropriate music for the session, for example: <ul style="list-style-type: none"> <li>• Atmosphere</li> <li>• Motivation</li> <li>• Speed</li> <li>• Genre</li> <li>• Lyrics</li> <li>• Background</li> </ul> 8.5 Record the session plan using an appropriate format
9. Be able to prepare clients for a studio cycling session	9.1 Use appropriate techniques and communication skills to: <ul style="list-style-type: none"> <li>• Greet clients</li> <li>• Build a rapport</li> <li>• Gather information and check readiness to exercise</li> </ul> 9.2 Provide appropriate advice and guidance in response to information gathered, to include: <ul style="list-style-type: none"> <li>• When to signpost to a medical professional</li> <li>• When to defer</li> <li>• When to allow participation</li> </ul> 9.3 Explain how to safely set up the bike for the session, to include: <ul style="list-style-type: none"> <li>• Handlebars</li> <li>• Saddle height</li> <li>• Pedals</li> </ul> 9.4 Explain the appropriate health and safety considerations, to include: <ul style="list-style-type: none"> <li>• Safe braking/stopping</li> <li>• Pedal straps</li> <li>• Water</li> <li>• Towel</li> </ul> 9.5 Demonstrate the correct posture, hand and seating positions for the different profiles to be used in the session

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>10. Be able to deliver a safe and effective group studio cycling session</p>	<p>10.1 Use the appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Explanation</li> <li>• Observation</li> <li>• Eye contact</li> <li>• Body language</li> <li>• Correction</li> <li>• Adaptation</li> <li>• Coaching points</li> <li>• Cueing</li> <li>• Visualisation</li> <li>• Praise and encouragement</li> <li>• Use of voice, to include: <ul style="list-style-type: none"> <li>• Tone</li> <li>• Pitch</li> <li>• Variation in volume</li> <li>• Use of silence/no vocals</li> </ul> </li> </ul> <p>10.2 Use appropriate music for components/profiles, for example, genre, speed, volume</p> <p>10.3 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> <li>• Correct set-up</li> <li>• Management of voice projection</li> <li>• Use of appropriate volume</li> </ul> <p>10.4 Instruct a safe and effective warm-up</p> <p>10.5 Instruct a safe and effective main section</p> <p>10.6 Instruct a safe and effective cool-down component</p> <p>10.7 Monitor exercise intensity</p> <p>10.8 Monitor exercise safety</p> <p>10.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>10.10 Respond accurately/appropriately to clients' questions</p>
<p>11. Be able to evaluate own practice</p>	<p>11.1 Gather feedback from clients to review and evaluate practice</p> <p>11.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs</p> <p>11.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs</p> <p>11.4 Evaluate the effectiveness of communication in meeting clients' needs</p> <p>11.5 Identify ways to improve instructional and coaching skills and communication</p> <p>11.6 Identify ways to improve session content for meeting clients' needs</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
<b>Assessment</b>	Worksheet Session plan Observation Self-evaluation

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