

BTEC Level 2 Diploma in

Sports Industry Skills (Instructing Circuit Training)



Specification

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ISSUE 2



Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training)

Specification

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) meets these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that the assessments are set by the centre to meet local needs. This ensures that there is a core of skills and understanding common to all learners.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 10 Resources and support* for details of the support we offer.

A word to learners...

The Pearson BTEC Level 2 Diploma in Sport Industry Skills (Instructing Circuit Training) will demand a lot of work from you. You will need to:

- complete a range of units
- be organised
- take assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

- *Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).*



In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Summary of Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) specification Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
CIMSPA endorsed qualification logo has been updated on the Collaborative development section.	above
To help and support the centre's understanding of 'professional standards', we have added a hyperlink to a guide to professional standards.	Page 2
Due to the change of QA model from BTEC to WBL, the sentence below has been added to the Qualification and unit content section: 'This suite of qualifications sits within the Pearson Work Based Learning Quality Assurance process. This four-stage process can be seen in detail via the Pearson Work Based Learning Centre Guide to Quality Assurance.'	Page 5
In Assessment , under Language of assessment , we have added references to the Welsh language due to the qualification now being available in Welsh.	Page 6
In Unit 1, Unit summary table, the Summary of suggested assessment evidence has been realigned to Learning aims A and B, and Learning aims C and D.	Page 14
Due to the change of QA model from BTEC to WBL, key roles have been amended to align to the WBL QA model, and reference to Lead IVs has been replaced with 'centre'. In addition, the sentence below has been added to a bullet point under Operating internal assessment : 'The centre completes annual self-assessment for all programmes/groups of programmes.'	Page 93

<p>Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been replaced by 'centre' in the Planning and record keeping section. The sentence below has been added to include a link to the WBL supporting topic page:</p> <p>'The WBL supporting topic landing page holds a range of resources to support centres'</p>	Page 94
<p>Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been removed from the Making valid assessment decisions section.</p>	Page 97
<p>Due to the change of QA model from BTEC to WBL, the Resubmission of improved evidence section has been removed as no longer relevant.</p>	Page 98
<p>Due to the change of QA model from BTEC to WBL, the term 'Lead IVs' has been removed from the Administrative arrangements/Introduction section.</p>	Page 98
<p>The term 'Lead IVs' has been removed from the Administrative arrangements for internal assessment/Appeals against the assessment section.</p>	Page 99
<p>Due to the change of QA model from BTEC to WBL, the bullet point below has been added to the Additional documents to support centre administration section:</p> <p>'<i>Pearson Work Based Learning Centre Guide to Quality Assurance</i>: this guide provides centres with the information required to be prepared for quality assurance for all our Pearson Work-based Learning and Apprenticeship qualifications'</p>	Page 103
<p>Due to the change of QA model from BTEC to WBL, we have replaced the <i>Pearson Quality assurance handbook</i> with <i>Pearson Work Based Learning Centre Guide to Quality Assurance on Quality Assurance</i> under Continuing quality assurance and standards verification.</p>	Page 104
<p>Due to the change of QA model from BTEC to WBL, sub-sections of Section 10: Resources and support: Schemes of Learning and Delivery Planner have been replaced by Delivery Guides and Assessment Activities. Work Experience Toolkit and Sample assessment materials for internally-assessed units have been updated and a new section for Training has been added.</p>	Page 109
<p>The Sample marked learner work section has been removed.</p>	Page 110
<p>Due to the change of QA model from BTEC to WBL, 'Business Development Manager (BDMs)' has been added to the Training and support from Pearson section.</p>	Page 110

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Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training)

Introduction

Pearson BTEC Level 2 Diplomas in Sports Industry Skills are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role.

They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, Pearson BTEC Level 2 Diplomas in Sports Industry Skills develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Diplomas in Sports Industry Skills are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

These qualifications are not eligible for performance tables in England.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) (QN 603/6136/0).

The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the BTEC Level 2 Sports Industry Skills suite for the Sport sector. Other BTEC Level 2 qualifications available for this sector include:

- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading Children’s Sports Activities) (603/6134/7)
- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Exercise in a Gym Environment) (QN 603/6135/9).
- Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) (QN 603/6137/2).

1 Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training)

Purpose

Who is the qualification for?

This qualification is for you if you want to start a career in sport and active leisure as a circuit training instructor. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for learners intending to progress to employment in sport and active leisure either directly or via an apprenticeship.

What does the qualification cover?

The qualification has been developed in consultation with employers in the sport and active leisure industry and the professional body in sport and has been mapped to professional standards for Group Exercise Instructor. This means that learners will have achieved the entry requirement for employment as a group exercise instructor with a focus on group exercise circuit training. It will enable learners to develop the skills and behaviours that are required for this job role and give learners the best opportunity to be successful in applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the sport and active leisure sector. The areas you will cover include:

- ways in which people participate in sport and physical activity
- jobs in the sport and activity leisure industry
- personal skills and professional behaviours for working in the sport and active leisure industry
- exercise-related anatomy and physiology
- client consultation processes
- lifestyle and health promotion
- methods to motivate clients to take part in regular physical activity
- planning and instructing group exercise circuit sessions
- reviewing and monitoring group exercise circuit sessions.

You will also cover broader skills in literacy and numeracy, which will help you to progress. You will develop other transferable technical and practical skills in communication (working with colleagues, customers and clients) and self-management and problem-solving skills.

What could this qualification lead to?

Achieving this qualification will give you an advantage when applying for a job in the sport and active leisure industry. For more information please use our guide to professional standards https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Sport/BTECSport_CIMSPA.pdf.

The type of job you will be ready for is:

- Circuit Training Instructor.

The qualification gives you a sound basis to progress to a Level 3 qualification, when studied in a full study programme, such as the BTEC Level 3 National in Sport Coaching and Development, the BTEC Level 3 National in Sport, Fitness and Personal Training Business and the BTEC Level 3 National in Sport and Outdoor Activities.

About the Sport sector

Year on year, the sport sector shows continued growth in employment and forecasts suggest this trend will continue. This comes from increased knowledge and understanding of the benefits of regular participation in sport and physical activity. Sport England provides well-documented research of these benefits including improvements in all the following:

- physical wellbeing
- mental wellbeing
- economic development
- individual development
- social and community development.

All of these contribute significantly to the quality of a person's life and, as such, there is a need to ensure there are sufficient people working in the industry to meet this demand and encourage regular participation in sport and physical activity.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) is a qualification that has:

- Total Qualification Time: 410 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training)				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Sport and Active Leisure Industry	120	Mandatory	Internal
2	Exercise Instructor Knowledge and Skills Development	60	Mandatory	Internal
3	Group Circuit Training	60	Mandatory	Internal
4	Working as a Group Circuit Instructor	120	Mandatory	Internal Synoptic

This qualification has 100% mandatory content.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. The content has been aligned to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for Circuit Training Instructor. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTEC qualifications have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to a high standard, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units in this specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver this qualification in, subject to confirmation by your Standards Verifier.

This suite of qualifications sits within the Pearson Work Based Learning Quality Assurance process. This four stage process can be seen in detail via the Pearson Work Based Learning Centre Guide to Quality Assurance.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

Internal assessment

All units are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is based on *Unit 4: Working as a Group Circuit Instructor* and takes the form of a vocational activity in which learners have to demonstrate their ability to take on the role of a Group Exercise Circuit Training Instructor. In completing this synoptic assessment, learners will demonstrate their skills and behaviours to work with customers and colleagues to fulfil the duties required of a Group Exercise Circuit Training Instructor in a sport and active leisure environment, including setting up and taking down equipment, maintaining a safe environment and being able to work as a member of a team.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

Language of assessment

Assessment of the internally-assessed units for this qualification will be available in English and Welsh. All learner work must be in English and or Welsh. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 9 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

Employer involvement in the delivery and/or assessment of the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) Diploma provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the Sport sector and should contribute significantly to at least one mandatory unit.

For this qualification, the following unit has specified mandatory requirements for employer involvement in delivery and/or assessment:

Unit 3: Group Circuit Instructor.

In this unit we have provided suggestions on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality-management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 8 Quality assurance*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There is one type of unit format:

- internally-assessed units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internally-assessed units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 60 or 120. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	This section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10 Resources and support</i> .
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to involve learners with employers. This information will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: Working in the Sport and Active Leisure Industry	13
Unit 2: Exercise Instructor Knowledge and Skills Development	35
Unit 3: Group Circuit Training	57
Unit 4: Working as a Group Circuit Instructor	71

Unit 1: Working in the Sport and Active Leisure Industry

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **120**

Unit in brief

In this unit, learners will explore how people access sport and physical activity and the different job roles available in the sport and active leisure.

Unit introduction

To a greater or lesser extent sport and physical activity are a part of many people's lives from school onward. The experiences they have will shape the way they think about sport and physical activity and may well influence their ongoing attitudes to participation. As we age there may be more barriers that prevent or hinder participation, however the importance of regular exercise at all stages of life and our knowledge and understanding of the vital role that sport and physical activity play in maintaining a healthy lifestyle have never been greater.

In this unit, you will explore the various ways that people access sport and physical activity from school onward. You will look at the barriers that might prevent or make it difficult for people to take part in regular exercise as well as investigating the many and varied benefits of taking part in physical activity, whatever age you are.

You will investigate the different job roles that exist in the active leisure landscape and the personal skills, behaviours, knowledge and qualifications that are needed to carry out each role effectively. You will also explore the various policies and procedures that govern sport and physical activity, understanding the need for legislation, regulation, policies and procedures in order to keep everyone safe, whatever activity they undertake.

This unit will act as a good first step on the ladder for a wide range of jobs in the active leisure industry. It will prepare you more targeted study at the same level, for example as a gym instructor, recreation assistant or sports leaders, or to move on to a higher-level qualification or Apprenticeship.

Learning aims

In this unit you will:

- A** Explore the ways in which people participate in sport and physical activity
- B** Explore jobs in the sport and active leisure industry
- C** Explore personal skills and professional behaviours for working in the sport and active leisure industry
- D** Explore methods to carry out good working practices in the sport and active leisure industry.

UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the ways in which people participate in sport and physical activity	A1 Where to access sport and physical activity A2 Benefits of participating in sport and physical activity A3 Barriers to participation in sport and physical activity A4 Sport, physical activity and health initiatives	<p>Written report or leaflet covering access to sport and physical activity, the benefits or participation, barriers to participation and ways to overcome the barriers for different participants.</p> <p>An article written for a web page or journal that explores the different types of job role and employment in the active leisure industry with top tips on how to maintain and develop appropriate knowledge and skills.</p>
B Explore jobs in the sport and active leisure industry	B1 Job roles and opportunities in the sport and active leisure industry B2 Types of employment in the sport and active leisure industry B3 How to maintain and develop relevant knowledge and skills	
C Explore personal skills and professional behaviours for working in the sports and active leisure industry	C1 Portraying a professional image C2 Working with others	<p>An online or slide-based presentation exploring ways to portray a professional image and different methods of working with other people.</p>
D Explore methods to carry out good working practices in the sport and active leisure industry	D1 Legal and regulatory requirements D2 Policies in sport and physical activity D3 The role and impact of relevant agencies D4 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure D5 Professional boundaries D6 Self-reflection and evaluation	

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Communicating with clients and colleagues • Researching job roles, legislation • Displaying appropriate skills and behaviours • Applying knowledge to real-life situations 	<ul style="list-style-type: none"> • Barrier and benefits of participating • Job roles, responsibilities and ways of working • Skills and behaviours and the need for and effect of • Legislation, regulations, policies and procedures 	<ul style="list-style-type: none"> • Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore the ways in which people participate in sport and physical activity

Learners will explore the different ways in which different groups of people have access to sport and physical activity and the benefits to people and society from regular participation in these activities.

A1 Access to sport and physical activity

- School:
 - physical education – activities carried out during lesson time that follow the National Curriculum
 - extra-curricular – before/after school, lunchtime, holidays, e.g. specialist sports offer, competitive (inter/intra school), participative, non-traditional, e.g. self-defence, yoga.
- Community sport:
 - coaching, skills development, competitive
 - recreational, participative, 'just for fun'
 - physical recreation – activities carried out during leisure time for enjoyment, e.g. formally as part of club, informally, e.g. walking, running, cycling with friends or family
 - outdoor activities – activities carried out outdoors (or in recreation areas) that are adventurous, e.g. rock climbing, mountain biking, sailing, skiing
 - gyms, e.g. public, private, workplace-based.
- Other environments – home, park, e.g. individually, formally as part of a group (boot camp), online subscriptions (Les Mills and Peloton).

A2 Benefits of participating in sport and physical activity

- Understanding the benefits of participation for the individual:
 - physical benefits
 - prevention and management of common health conditions including: coronary heart disease, stroke, type 2 diabetes, cancer, obesity, hypertension, osteoporosis
 - low resting heart rate
 - healthy body fat ratio
 - increased muscle mass to maintain strength and prevent degeneration
 - increased metabolic rate
 - enhanced psychological benefits including: mental health – stress management, reduction of anxiety levels, reduced symptoms of depression
 - improved self-confidence and self esteem
 - positive body image
 - social benefits
 - focus giving
 - reduced boredom
 - encourages interaction with other people
 - improved social skills
 - develops leadership skills.

- Understanding the societal benefits of participating in sport and physical activity:
 - fewer working days lost to ill health and injury
 - less pressure on the NHS and associated services
 - economic benefits, e.g. employment in associated industries, money spent on leisure
 - builds social cohesion, e.g. forming positive relationships, breaking down barriers
 - reduction in antisocial behaviour.
- Physical activity guidelines for different ages.
- Nationally-recognised healthy eating recommendations.

A3 Barriers to participation in sport and physical activity

Understanding the barriers to participating in sport and physical activity and how to overcome or minimise them.

- Barriers to participation in sport and physical activity:
 - limited opportunities
 - negative attitudes towards participation in sport and physical activity
 - limited finances, e.g. other financial priorities
 - low self-confidence, e.g. perceived lack of ability, concerns with body confidence
 - lifestyle, e.g. time constraints with other commitments such as homework, childcare, working hours
 - disability, e.g. seen or unseen, accessibility
 - medical, e.g. medical referral, GP liaison
 - gender, e.g. traditional gendered expectations, gender imbalance (male-dominated)
 - ethnic/cultural, e.g. familiarity with different sport and activities, cultural attitudes to physical activity and sport
 - resources, e.g. lack of accessible facilities or choice of sport, location, transportation
 - social, e.g. peer and family pressures, role models, portrayal of young people, gender
 - drop off rates/recognised low-participating groups, e.g. teenage girls.
- Overcoming or minimising barriers to participation in sport and physical activity:
 - using positive role models, e.g. challenging stereotypes, supporting aspiration
 - adapting facilities, e.g. accessibility for wheelchair users, making a welcoming environment
 - promoting equality and diversity in all activities
 - promoting the positive impact of participation
 - consulting people, e.g. seeking feedback from target groups to ensure opportunities provided match needs
 - using logistics to support engagement, e.g. timing, location, duration
 - highlighting activity offer, e.g. attractive to target group/s, reduced costs, provision of equipment
 - raising awareness, e.g. using appropriate ways to highlight activity opportunities
 - providing a link between positive school sport experiences and continued participation.

A4 Sport, physical activity and health initiatives

- The purpose of sport, physical activity and health initiatives:
 - improve physical health
 - improve mental health
 - improve fitness and wellbeing
 - aim towards government recommendations and set agenda, e.g. activity guidelines
 - increase the public's health knowledge, e.g. promoting healthy eating
 - address social issues
 - address inequality issues.

UNIT 1: WORKING IN THE SPORT AND ACTIVE LEISURE INDUSTRY

- Local and national sporting initiatives:
 - agencies involved, e.g. NGBs, Sport England, Sport Wales
 - national sport and health initiatives, e.g. Change4Life, This Girl Can
 - local sport and health initiatives, clubs and opportunities.

Learning aim B: Explore jobs in the sport and active leisure industry

Learners will explore the different types of job role and employment available in the sport and active leisure industry as well as ways in which to maintain and develop knowledge and skills to work in this sector.

B1 Types of provision and job roles in the sport and active leisure industry

- National and local provision:
 - public
 - private
 - voluntary
 - third sector, e.g. charities, social enterprises or cooperatives
 - public/private partnerships.
- Job roles:
 - sports development, e.g. sports development officers, national governing body (NGB) officers, sports administrator
 - leisure management, e.g. facility management, grounds keeping, activity coordinator, education
 - sports journalism
 - sport and exercise science, e.g. nutritionist, sport psychology, sports therapy and injury management in sport performance
 - exercise and fitness, e.g. gym instructor, group exercise instructor
 - coaching
 - volunteering.

B2 Types of employment in the sport and active leisure industry

- Types of work:
 - paid work, e.g. full time, part time, fixed term contract, zero hours
 - self-employment, e.g. independent, subcontractor, retained
 - apprenticeships
 - volunteering.

B3 Methods to maintain and develop relevant knowledge and skills

- Career pathways in sport, e.g. progression from leisure centre duty manager to general manager.
- Sources of information on career pathways in sports.
- Relevant qualifications and training:
 - educational
 - sector specific
 - role specific.
- Importance of accessing regular relevant CPD activities:
 - sources of CPD opportunities
 - accessing relevant CPD activities
 - maintaining personal CPD log
 - career planning: CPD activities required to reach career goal, CPD activities order, financial costs, timeline.
- Awareness of current industry trends, e.g. wearable technology and fitness-related technology.

Learning aim C: Explore personal skills and professional behaviours for working in the sport and active leisure industry

C1 Portraying a professional image

- Reasons for portraying a professional image, e.g. reputation, customer satisfaction, client trust, personal integrity.
- Ways to portray a professional image, e.g. well mannered and polite, respectful, self-discipline, creativity and problem solving, listening and empathy, customer focus, communication, punctuality and efficiency, teamwork, membership of professional organisations, personal presentation, respecting equality and diversity, basic skills: literacy, numeracy, IT, professional qualifications.

C2 Working with others

- Approaches to engaging with customers:
 - face-to-face
 - telephone
 - written, e.g. letters, email, posters, notices
 - social media
 - IT software applications (apps).
- Communication methods:
 - Verbal, e.g. use of language, tone of voice, appropriate language, confidence
 - non-verbal, e.g. eye contact, body language, facial expression, gestures
 - active listening, e.g. using questions to confirm understanding, clarify, reassure.
- Responding to information received:
 - Immediately, e.g. giving appropriate responses
 - after the fact, e.g. finding information, seeking support.
- Adapting communication methods to meet the needs of different clients.
- Developing rapport and positive relationships, e.g. appropriate topics of conversation for different clients, positive/open body language, maintaining eye contact and smiling.
- Dealing with conflict:
 - possible 'flash points', e.g. internal (colleagues, peers) and external (customers, clients, participants)
 - strategies to avoid conflict
 - strategies to manage conflict.
- Seeking assistance:
 - when to seek support
 - ways to ask for help
 - whom to approach.
- Induction process.
- Mentoring:
 - the role of a mentor
 - mentoring process
 - methods of mentor support including: short-term needs, e.g. seeking support in a difficult situation, medium-term needs, e.g. supporting the development of weaker skill areas, longer-term needs, e.g. career progression
 - people who could act as a mentor.

Learning aim D: Explore methods to carry out good working practices in the sport and active leisure industry

D1 Legal and regulatory requirements

Knowing the relevance of current applicable legislation.

- Health and Safety at Work Act.
- Health and Safety Regulations (First Aid).
- The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR).
- Control of Substances Hazardous to Health (COSHH) Regulations.
- Health and Safety (Safety Signs and Signals) Regulations.
- Equality Act.
- Safeguarding and safe supervision of children and vulnerable adults.

D2 Policies in sport and physical activity

Knowing the relevant organisational policies.

- Health and safety.
- Contracts of employment.
- Risk assessment and risk management.
- Admissions.
- Equality and diversity.
- Manual handling, e.g. assembling, dismantling and storing equipment.
- Environmental.
- Personal protective equipment (PPE).
- Normal operating plan (NOP).
- Emergency action plan (EAP).
- Storage plans.
- Importance of organisations writing, implementing and adhering to standard policies.
- Implications of not having or adhering to standard policies.

D3 The role and impact of relevant agencies

- National Governing Bodies (NGB).
- Health and Safety Executive (HSE).
- Government funded organisations, e.g. Sport England, Sport Wales.

D4 Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure

- Meaning of safeguarding.
- People that safeguarding applies to:
 - children – any person under the age of 18
 - vulnerable adults – individuals aged 18 or over that may need community care services for mental or other disability, or an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Child protection.
- Safeguarding and protecting children legislation.
- Role of the relevant safeguarding bodies:
 - Child Protection in Sport Unit
 - NSPCC.

- Appropriate behaviour around children, e.g. listening to and respecting children at all times, treating all children without prejudice or discrimination, using appropriate language, challenging unacceptable behaviour, ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.
- Inappropriate behaviour around children, e.g. patronising children, developing inappropriate relationships, having contact with children outside of the work role, giving children personal contact details, threatening children, making inappropriate promises, particularly related to confidentiality, exaggerating or trivialising child abuse issues.
- Procedures to follow for in raising concerns of safeguarding or child protection.
- Procedures to respond to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children.
- Scope of own and others' role in safeguarding and protecting children.

D5 Professional boundaries

- Working within the boundaries of own professional knowledge and competence based on qualifications and experience:
 - how to work within professional boundaries, e.g. giving advice and guidance within own scope of practice, signposting to qualified practitioners as necessary
 - adhering to relevant codes of conduct, e.g. UK coaching code of practice for sports coaches, NGB codes of conduct
 - process of flow to refer clients to other professionals as necessary.

D6 Self-reflection and evaluation

- Use of self-reflection/evaluation to aid personal development:
 - evaluation methods, e.g. self, peer, mentor, client
 - development planning
 - sources of support for personal professional development.

Transferable skills

Preparing for work

- Researching job roles, legislation.

Developing practical and technical skills

- Communicating with clients and colleagues.
- Displaying appropriate skills and behaviours.
- Applying knowledge to real-life situations.
- Job roles, responsibilities and ways of working.

Legislation, regulations, policies and procedures

- Thinking skills/adaptability.

Managing information

- Problem solving.
- Management of information.
- Self-management and development.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the ways in which people participate in sport and physical activity		
A.P1 Outline the provision and access to sport and physical activity for people at different stages in their lives.	A.M1 Explain the main barriers and enablers for people to participate in sport and physical activity.	A.D1 Evaluate the provision and benefits of participating in sport and physical activity at different times in a person's life and how barriers can be overcome using relevant local or national strategies.
A.P2 Outline the importance of participating in sport and physical activity at different stages of a person's life.		
Learning aim B: Explore jobs in the sport and active leisure industry		
B.P3 Describe four different jobs and types of employment in the sport and active leisure industry.	B.M2 Assess the key responsibilities and types of employment for four different jobs in the sport and active leisure industry.	B.D2 Evaluate four different jobs with associated career pathways and types of employment in the sport and active leisure industry.
Learning aim C: Explore personal skills and professional behaviours for working in the sport and active leisure industry		
C.P4 Outline the effects of professional behaviour on building positive relationships with customers in the sport and active leisure industry.	C.M3 Explain the effects of professional behaviour on relationships with external stakeholders and internal colleagues.	C.D3 Evaluate the effects of professional behaviour on building relationships with external and internal stakeholders.

Pass	Merit	Distinction
Learning aim D: Explore methods to carry out good working practices in the sport and active leisure industry		
<p>D.P5 Identify national guidelines, legislation and policies that are relevant to working in the sport and active industry.</p>	<p>D.M4 Explain the use of relevant national guidelines, legislation and policies, including child protection, for an identified job role in the sport and active leisure industry.</p>	<p>D.D4 Justify the use of relevant national guidelines, legislation and policies for an identified job role, including child protection.</p>

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- comprehensively explain the various factors that influence participation in sport and physical activity during childhood, adolescence and as an adult. Learners will fully consider how the factors they identified could encourage or discourage participation. They carry out research in order to support their answer with facts and figures (e.g. the percentage drop off in participation by girls of school leaving age). Learners will then coherently explain the benefits of and barriers to participating for each identified group and how these may be minimised or overcome using examples of relevant local and/or national programmes or strategies to support their answer.

For merit standard, learners will:

- explain the importance of participating in sport and/or physical activity at different times in life: as a child, during adolescence and as an adult. They will describe some of the benefits, using examples to support their description, and then explain the main barriers and enablers to participating in sport and/or physical activity for each of the three identified groups.

For pass standard, learners will:

- outline where people are likely to experience sport and physical activity at different stages in their lives (as a child, during adolescence and as an adult), for example at school, in the community. Learners will also outline how sport is likely to be accessed during these different life stages (for example as a compulsory PE lesson, optionally during extra-curricular clubs), for fitness, as a competitive activity, as an organised event, during leisure time.
- outline the importance of participating in sport and physical activity at the three different stages of life, considering physiological, psychological and social benefits.

Learning aim B

For distinction standard, learners will:

- select four different jobs of their choice in the sport and active leisure industry. They analyse each of the selected job roles, including key responsibilities, the type of environment or organisation that person may work in, type/s of employment (self-employed, contracted, employed), possible entry requirements, career pathway and CPD needs. Learners should research each role and include verified facts and figures to support their answer.

For merit standard, learners will:

- select four different jobs of their choice in the sport and active leisure industry. They describe each of the selected job roles, including key responsibilities and type/s of employment (self-employed, contracted, employed). Learners should research each role to support their answer.

For pass standard, learners will:

- describe four different jobs in the sport and active leisure industry and the types of employment available in this industry.

Learning aim C

For distinction standard, learners will:

- consider the effects of employing 'professional behaviours' (teamworking, effective communication, cooperation, compromise) on the effective building of positive relationships with external (customers, participants, clients, other professionals) and internal (for example colleagues, peers, managers) stakeholders. Learners will analyse the potential positive effects of behaving in this way as well as the possible negative impact of not doing so. Learners will also consider the role that a mentor can play in supporting the development of weaker areas of professional practice.

For merit standard, learners will:

- describe the effect/s that behaving professionally (effective communication, cooperation, compromise) may have on their ability to build positive relationships with external stakeholders (customers, participants, clients, other professionals) as well as on being able to work effectively as part of a team with internal colleagues.

For pass standard, learners will:

- outline the effects of professional behaviour on building positive relationships with clients, customers and/or participants and how positive relationships can be developed, including, using specific example/s of:
 - how the mentoring process works to support staff
 - how an induction process can support staff.
- outline professional boundaries for themselves and other deliverers in a school environment.

Learning aim D

For distinction standard, learners will:

- select a job role of their choice and consider the impact and importance of relevant national guidelines, legislation and policies. Learners must include child protection as well as other key guidelines, legislation and policies they feel are appropriate. Learners will analyse each with direct reference to their selected job role and explain the potential ramifications of not implementing or following them in this role.

For merit standard, learners will:

- select a job role of their choice in the sport and active leisure industry and, with direct reference to that job role, explain the use of relevant national guidelines, legislation and policies, including child protection.

For pass standard, learners will:

- identify national guidelines, legislation and policies that are relevant to working in the sport and active industry. Learners will do this with a specific job role in mind or from a more general 'sporting landscape' viewpoint. Learners will also outline child protection and safeguarding rules and responsibilities relevant to working in sport and active leisure, again, having a specific job role in mind may support learners in their answer.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

You have just been employed as a sports development officer at a local sports centre charity.

Your managers are concerned about the low numbers of people participating in sport and physical activity in the borough and have asked you to explore the various places and ways in which people from secondary school age upward can access physical activity opportunities at present. They would also like you to find out what are the most common barriers stopping people from participating and explore ways that these identified barriers can be reduced or overcome.

Your managers also think that one way to get more people active is to create more opportunities to participate. They have asked you to find out about the different roles in which they could employ more people to create additional opportunities, as well as the different options for employment (e.g. contract, retained, employed, self-employed).

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

Your managers have decided that employing more sports leaders will be a good way to increase the range of activities on offer in the borough. They have asked you to write a job description for a sports leader role, highlighting all the skills and behaviours the successful applicant/s would need to possess and display.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners could interview someone about their lifetime sporting experiences. Ideally the person the learner chooses to interview is someone from an older generation (e.g. parent, grandparent). Learners devise interview questions that will elicit information about the subject's participation at different times in their life (childhood and school, adolescence, adulthood, now).

Learners find out about their subject's attitude to sport and physical activity, the opportunities they have had to participate at different life stages, what they feel sport has given/done for them and any aspects they think are better or worse in present times.

Learners summarise their findings and create a short presentation, poster or report.

Suggested time: about 5 hours.

Activity: What's on?

Learners are given at random a local sports facility to explore. These can be listed and allocated by the tutor to ensure a good cross section of facilities and may include local schools, sports clubs, gyms, leisure centres, dance studios. Learners find out what activities take place at their allocated centre. This information can be fed back to the wider group and a 'what's on' noticeboard can be created to show all users the range of opportunities in their local area.

Suggested time: about 6 hours.

Activity: Benefits of taking part in sport and physical activity

Physical benefits

Learners take part in theory and practical-based activities to explore the physical benefits of taking part in sport and physical activity.

Learners are split into groups with each group researching one of the common health conditions from the specification. Learners then deliver this information to the rest of the group via a presentation using a presentation method of their choice.

Learners take part in health testing to record their resting heart rate and BMI. Learners then interpret this data to determine their physical health related to these tests.

Basal metabolic rate is explored related to the effect of exercise on BMR and muscle mass. Learners then write a leaflet to explain how taking part in sport and physical activity affects BMR and the effect of muscle mass on BMR.

Suggested time: 5 hours.

Activity: Benefits of taking part in sport and physical activity

Psychological benefits

Learners are split into groups with each group researching one of the benefits of the psychological benefits of taking part in sport and physical activity from the specification. Learners deliver this information to the rest of the group via a presentation using a presentation method of their choice.

Suggested time: 3 hours.

Activity: Benefits of taking part in sport and physical activity**Social benefits**

Learners carry out research into the benefits to society of taking part in sport and physical activity. Particular groups in society are then given to each group, e.g. older people, teenagers, unemployed people – learners then prepare a presentation as to why regular participation in sport and physical activity for that particular group is beneficial for their social wellbeing.

Suggested time: 3 hours.

Activity: Barriers and enablers

Learners research the main barriers to participation by speaking with different inactive people, looking online, speaking to professionals. For each barrier identified learners consider realistic ways of minimising or removing this barrier. Learners consider questions such as: Are some barriers harder to overcome than others? Does the same barrier affect different people in different ways? Are there some barriers that can't be overcome? How can participation be facilitated if barriers remain?

Suggested time: about 6 hours.

Activity: Sport, physical activity and health initiatives

Learners research in pairs to find out about different local and national sports initiatives. They focus on one initiative and find out how this is being used in a local setting, e.g. local sports centre or college.

Learners present a report that reviews the initiative and the target population exploring the benefits to physical and mental health, fitness and wellbeing and also links to government recommendations.

Suggested time: 7 hours.

Activity: Provision of sport

Learners should take part in visits to local providers of sport that are in the public, private and voluntary sector. At each visit, learners should make note of the facilities, activities and cost at each provider.

Learners then complete a compare and contrast activity to explore the provision of sport in public, private and voluntary sectors.

Suggested time: 6 hours.

Activity: It's a good job...

Learners research the range of different jobs in the active leisure industry, selecting one specific role that is of interest to them. For their selected role, learners find out exactly what the job entails, working conditions and pay, qualifications needed, what a typical day might look like. Learners should be encouraged to contact someone who does that job role to ask them questions directly or even to work shadow them for a period.

Suggested time: about 6 hours.

Activity: Skills required for a sport and leisure role

Learners explore job roles and rank the most commonly occurring wants by employers. They consider how they might develop their skills to meet the occupational requirements of an advertised job, e.g. courses, qualifications, work shadowing, self-directed learning, mentoring. They prepare a presentation, showing the areas that they want/need to develop and set out strategies to achieve this.

In groups, learners prepare pros and cons posters for different types of development opportunities then research potential opportunities for their peers based on short conversations about their skill set or skill areas for improvement.

Suggested time: about 6 hours.

Activity: Maintaining and developing knowledge and skills

Learners carry out research into relevant qualifications and training available for three career pathways of their choice. They select one career pathway and draw up a career plan of what they would need to do to reach this career goal, CPD activities in the correct order, financial costs and a timeline of when they could be working in this selected career.

Suggested time: about 3 hours.

Activity: Current industry trends and technology

Whole-class discussion – learners discuss the technology they use for taking part in sport and physical activity, e.g. smart watches, and the benefits for using this type of technology.

Learners also discuss the types of sport they like to take part in and any new trends such as new group exercise classes or online interactive cycling.

Learners carry out research to find out about other trend and types of technology used in the sport industry.

Learners produce a poster to cover the key trends and technology they have found out about.

Suggested time: 5 hours.

Activity: Professional image

Learners view images of people in different clothing and discuss what each image portrays.

Group discussion on the importance of portraying a professional image in industry.

Research is carried out in small groups to find out about other ways of portraying a professional image – this is then fed back to the rest of the group.

Suggested time: 4 hours.

Activity: Communicating with others

Learners watch digital media of customer service interactions and spot things they think are examples of good and bad practice – they discuss the potential impact this behaviour would have on staff, customers and the organisation's reputation/business.

They explore methods to ensure they come across as professional and create a good impression, e.g. showing good manners and using appropriate languages and practise on each other. They can also make digital recordings in pairs and critique their own performance.

Learners are given cards with different contexts on them, e.g. 'over the phone', and have to deal with the same scenario, such as an enquiry about some lost property but in the different context.

They feed back to the group and discuss the impact the different context had on their ability to communicate successfully with the customer.

Learners pay a visit to a local sport and active leisure facility and pay attention to the style and quality of customer service given by staff. They discuss their observations and devise a brief training presentation that could be that could be run for the staff, addressing areas for improvement.

Suggested time: about 6 hours.

Activity: Working relationships

Learners explore the behaviours for effective teamwork, e.g. the ability to accept constructive criticism and to motivate others, and assess the impact these behaviours have on the work environment and on individuals.

They select one or two key behaviours and are given a group task to complete by tutors.

They carry out the task, exemplifying these behaviours, and feed back about how it felt.

Their peers also feed back about how their treatment made them feel and respond. Learners discuss the benefits of effective teamwork for the business, e.g. contributing to business objectives, and come up with strategies a manager could use to enhance teamwork.

Suggested time: about 6 hours.

Activity: Conflict resolution

Half of the group is given a practical task to complete together. The other half observes them completing the task. The working group do not know that they are being observed for signs of discord, conflict and disagreement. The observing group notes include what seems to trigger these negative feelings and how people respond to show they are unhappy, e.g. change in body language or reduced input or effort. Both groups then feedback to each other and have a discussion about the causes and results of conflict in teamwork.

Learners explore different organisational policies or procedures dealing with conflicts and identify key themes such as reference to a behavioural framework. They attempt to provide a rationale for the policies or procedures – what might they as a whole, or at each step, be hoping to achieve?

Suggested time: about 5 hours.

Activity: Customer communication skills

Learners discuss the theme, 'What makes good customer service/care?'

They give examples of when they have received good/poor customer care, stating why they categorised it as such, what the impact was and how they felt the matter could have been dealt with more effectively.

They are shown PowerPoint® slides that have various logos of customer-facing organisations, e.g. Marks & Spencer®, Virgin®, and look at and identify through research which organisations are most highly rated for their customer service/care.

Learners select two organisations and explore what makes these organisations so good at providing customer service/care.

They identify different user groups and situations and practise delivering customer service behaviours to match each one, e.g. dealing with a distressed child versus an angry adult.

Learners can make videos and posters for sport and active leisure providers, giving key tips on communicating effectively with different types of customer.

Suggested time: about 5 hours.

Activity: What is a mentor

Group discussion on what a mentor is and their role.

Learners work in pairs to discuss who they think could be a mentor, how they would work with a mentor, the benefits of having a mentor and any potential concerns.

Each pair feeds back to the rest of the group.

Suggested time: about 1 hour.

Activity: Legal and regulatory requirements

Learners are given a worksheet that covers the following legal and regulatory requirements:

- Health and Safety at Work Act
- Health and Safety Regulations (First Aid)
- The Reporting of Incidents, Diseases and Other Dangerous Occurrences Regulations (RIDDOR)
- Control of Substances Hazardous to Health (COSHH) Regulations
- Health and Safety (Safety Signs and Signals) Regulations
- Equality Act
- Safeguarding and safe supervision of children and vulnerable adults.

Learners are asked questions about each requirement to complete in their worksheet.

Class discussion on the importance of having this in place in the sports industry.

Suggested time: 5 hours.

Activity: Going for gold!

Focusing on legislation and well-recognised policies and procedures, learners work in small groups to write five different 'going for gold' questions that will be asked to the rest of the class in a quiz style. Each question they write is in three parts and each part has a sentence that enables the other teams to identify the specific piece of legislation. The first part of the question will be worth 10 points and has an obscure fact about the legislation/regulation/policy or procedure (e.g. it was written in 1974). If any teams guess it from this first clue, they are awarded 10 points. If no team guesses it then the second question is given and this is worth 5 points (e.g. it is also known as HASAWA) if anyone gets it at this stage they are awarded 5 points but if not the third and final clue – which is worth 2 points – is read out (e.g. it sets out how employers must protect the health, safety and welfare of their workers).

Learners can use the internet to help them create their clues and it may be necessary to allocate legislation so that all teams don't pick the same ones!

Suggested time: about 3 hours.

Activity: Policies in sport and physical activity

Learners visit a sports centre and are shown around and given a talk on the organisation's health and safety related policies. Learners can ask questions and view the policies where possible to get a better idea of how they are used in the workplace.

Suggested time: 3 hours.

Activity: Equality and diversity policies and procedures for the workplace

Learners explore scenarios where people are treated unequally and given fewer opportunities than their colleagues in the workplace. They explore inequality, stereotypes and discrimination, and their impact on individuals and organisations.

As a group, learners discuss the importance of having a diverse workplace and some of the benefits, such as using knowledge of different areas of the community and gaining a better understanding of different customer needs and behaviours.

In groups, learners explore the key features of a variety of acts, e.g. Equality Act, Human Rights Act, and feed back on the key features to their peers.

They examine equal opportunities scenarios and discuss them, explaining their impact on the individual affected, the business and the other staff.

Learners imagine they are the new manager of a facility where these scenarios have taken place and make suggestions as to how they would deal with them if they occurred again, and devise strategies to avoid them occurring in the first place.

Suggested time: about 4 hours.

Activity: Supporting equality and diversity when working with others

Tutors give learners table-top posters with titles that indicate ways to increase E&D awareness and adherence in the workplace: leading from the top, training, recruitment, making consequences clear, forming an E&D committee, knowing the customers and being inclusive.

Learners move around the room and come up with strategies and ideas under each theme as to how a facility can improve E&D.

In pairs, learners write a company E&D plan for an organisation.

Suggested time: about 3 hours.

Activity: Safeguarding and protection of children, young people and vulnerable adults in sport and active leisure

Guest speaker from a related safeguarding organisation such as the NSPCC to provide an overview of safeguarding and the importance of this for any person working with children.

Worksheets on safeguarding for learners to complete.

Learners visit an organisation to see how safeguarding is carried out – where learners are under 18, they should experience safeguarding such as signing in and out, posters and details of where the safeguarding officer or the organising officer is.

Suggested time: 8 hours.

Activity: Professional boundaries

Class discussion on what this means and how to ensure any person working in the sports industry is following professional boundaries.

Suggested time: 2 hours.

Activity: Skills required for a sport and leisure role

Learners explore job roles and rank the most commonly occurring wants by employers.

They consider how they might develop their skills to meet the occupational requirements of an advertised job, e.g. courses, qualifications, work shadowing, self-directed learning, mentoring.

They prepare a presentation, showing the areas that they want/need to develop and set out strategies to achieve this.

In groups, learners prepare pros and cons posters for different types of development opportunities then research potential opportunities for their peers based on short conversations about their skill set or skill areas for improvement.

Suggested time: about 5 hours.

Essential resources

For this unit, learners will need access to:

- a leisure facility
- health and safety, equality and diversity legislation documents
- advertising and communication equipment
- opportunities to communicate with customers
- exemplar job role opportunities.

Employer involvement

This unit would benefit from employer involvement in the form of:

- structured work experience opportunities in a leisure organisation, where learners can apply their skills and develop a better understanding of what the role they are undertaking involves
- a masterclass by a leisure provider, e.g. leisure centres on how they deliver high-quality customer service and promote equality and diversity in their organisations.

Unit 2: Exercise Instructor Knowledge and Skills Development

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners explore the underpinning knowledge and skills required to work with clients as an instructor in the exercise and fitness industry.

Unit introduction

More and more people are using gym and fitness facilities, and, as such, exercise and fitness centres are needing more instructors working for them to support this demand.

The role of an exercise instructor includes both client-facing skills and less overt but vital knowledge, understanding and skills that are necessary to carry out this role successfully and effectively.

In this unit, you will study the anatomy and physiology that an exercise instructor needs to know. It is this underpinning knowledge of the body systems and how they respond to physical activity, that is the cornerstone of effective exercise session and programme design.

You will learn the importance of customer service and the skills and techniques that will enable you to fully support clients in all areas of the gym or fitness facility. You will also learn how to ensure prospective and existing clients are safe and ready to exercise, what steps to take to keep them safe and how to maximise their chances of adhering to an exercise programme in the medium to long term.

This unit will help you to progress to employment in the health and fitness industry. The unit will also help you to progress to further study in higher education or professional qualifications in instructing exercise and fitness as a personal trainer, or to working with special populations and medical referrals.

Learning aims

In this unit you will:

- A** Explore the body systems and their response to exercise
- B** Examine ways to respond to customer needs to provide effective customer service
- C** Understand the use of risk management and the client referral process.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p>A Explore the body systems and their response to exercise</p>	<p>A1 Cardiorespiratory system A2 Musculoskeletal system A3 Energy systems A4 Digestive system A5 Nervous system A6 Biomechanics of movement in exercise</p>	<p>Evidence will take the form of written reports, filmed presentations, posters, leaflets, practical observation opportunities and/or witness testimonies.</p>
<p>B Examine ways to respond to customer needs to provide effective customer service</p>	<p>B1 Examine local demographics and customer needs B2 Use of customer feedback to inform customer service B3 Provide customer service in a fitness facility B4 Maintain a safe and pleasant fitness environment B5 Follow safe operating procedures</p>	
<p>C Understand the use of risk management and the client referral process</p>	<p>C1 The importance of risk stratification to safeguard client participation C2 Risk stratification models and how to risk stratify clients C3 Behaviour change and exercise adherence</p>	
<p>Key teaching areas in this unit include:</p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Communication/consultation processes • Organisation/preparation • Planning • Application of key knowledge • Reviewing/evaluating for future progress 	<ul style="list-style-type: none"> • Anatomy and physiology • Client demographics and its impact on leisure choices • Engaging with customers • Using customer feedback to improve client experience • Safe methods of cleaning a fitness facility • Risk stratification and behaviour change 	<ul style="list-style-type: none"> • Communication • Working with others • Thinking skills/adaptability • Problem solving • Management of information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore the body systems and their response to exercise

A1 Cardiorespiratory system

- Location of the heart and lungs.
- Structure of the cardiovascular system including right atrium, left atrium, right ventricle, left ventricle, blood flow through the heart.
- Blood vessels leading into and out of the heart including aorta, vena cava, pulmonary artery, pulmonary vein, systemic circulation, pulmonary circulation.
- Function of the cardiovascular system including delivering blood and nutrients to the body, remove waste products, thermoregulation.
- Structure and functions of blood vessels including veins, arteries, capillaries.
- Blood pressure including systolic and diastolic blood pressure, normal, hypertension and hypotension pressure classifications.
- Structure of the respiratory system including trachea, bronchus, bronchioles, alveoli, diaphragm, intercostal muscles, passage of air through the respiratory tract.
- Function of the respiratory system including gaseous exchange of oxygen and carbon dioxide in the body.
- Internal and external respiration.
- Cardiorespiratory responses to acute exercise:
 - anticipatory increase in heart rate
 - increase in heart rate
 - increase in breathing rate and tidal volume
 - venous return and the implications of 'blood pooling' on the exercise session.
- Cardiorespiratory adaptations to exercise:
 - cardiac hypertrophy
 - increase in stroke volume
 - increase in cardiac output, decrease in resting heart rate
 - capillarisation
 - increase in blood volume
 - reduction in resting blood pressure
 - increase in breathing rate
 - neural and chemical control
 - increased tidal volume
 - decreased recovery time.
- Cardiorespiratory (cardiovascular and respiratory) system in special population groups including children/young people, ante/postnatal and older adults.

A2 Musculoskeletal system

- Structure of the skeletal system including axial skeleton, appendicular skeleton.
- Location of the main bones of the skeleton including cranium, clavicle, ribs, sternum, humerus, radius, ulna, scapula, ilium, pubis, ischium, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals, vertebral column (cervical, thoracic, lumbar vertebrae, sacrum, coccyx).
- Functions of the skeleton including protection, blood production, movement, shape, storage of minerals.
- Classification of bones including short, long, flat, irregular, sesamoid.
- Structure of bone including articular cartilage, epiphysis, diaphysis, periosteum, epiphyseal plates, bone marrow.
- Stages of bone growth.
- Bone remodelling including osteoclasts and osteoblasts, vitamin D, calcium, hormones involved in bone remodelling (oestrogen).
- Tendons including structure and function.
- Ligaments including structure and function.
- Cartilage including role, location, structure and function.
- Classification of joints including fixed/fibrous, slightly movable/cartilaginous, synovial.
- Structure of synovial joints including joint capsule, synovial membrane, synovial fluid, ligaments, tendons, hyaline cartilage, fibrocartilage.
- Types of synovial joint and their range of motion.
- Types of joint movement including flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion.
- Posture including curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.
- Structure of the muscular system including cardiac muscle, smooth muscle, skeletal muscle, characteristics and functions of each type of muscle tissue.
- Structure of skeletal muscle.
- Location of major anterior and posterior muscles including biceps, triceps, deltoids, pectoralis major, rectus abdominis, rectus femoris, vastus lateralis, vastus medialis, vastus intermedius, semimembranosus, semitendinosus, biceps femoris, gastrocnemius, soleus, tibialis anterior, erector spinae, teres major, trapezius, latissimus dorsi, obliques, gluteus maximus.
- Structure and function of the pelvic floor muscles.
- Types of muscle action including concentric, eccentric, isometric, isokinetic.
- Joint actions brought about by specific muscle group contractions.
- Skeletal muscle fibre types, their characteristics and the types of sport each are associated with Type 1, Type 2a, Type 2b.
- Musculoskeletal response to acute exercise:
 - increased blood supply to muscles
 - increase in muscle pliability
 - increased range of movement
 - muscle fibre micro tears.
- Musculoskeletal response to chronic exercise:
 - the remodelling process and the role of osteoblasts and osteoclasts.

- Effects of different types of exercise:
 - weight-bearing exercise
 - transmission of stress caused by impact
 - hormones
 - body weight
 - calcium
 - vitamin D
 - resistance-based exercise
 - hypertrophy
 - muscle balance
 - increase in tendon strength
 - increased muscle strength
 - increased tolerance to lactic acid
 - increase in bone calcium stores
 - increased thickness of hyaline cartilage
 - aerobic-based exercise
 - increase in myoglobin stores
 - increased number of mitochondria
 - increased storage of glycogen and fat
 - increased stretch in ligaments
 - increased production of synovial fluid.
- Delayed onset of muscle soreness (DOMS) causes and effects.
- Musculoskeletal system in special populations:
 - adolescence including growing pains, development of peak bone mineral density, common overtraining/overuse injuries, e.g. jumper's knee
 - ante- and postnatal women
 - postural changes including forward flexed with shoulder girdle protraction, thoracic kyphosis, long, weak upper back extensors, and short tight pectoral muscles and are prone to neck and shoulder pain
 - the effect of pregnancy on joint alignment and posture, hormonal changes increase risk of injury, joint misalignment, muscle imbalance and motor skill decline
 - older adult – the ageing process on bone remodelling, joints, muscle strength, power, bone density, reduced flexibility and mobility.

A3 Energy systems

- Phosphocreatine.
- Lactic acid system.
- Aerobic energy system.
- Use of carbohydrates, fats and proteins in the production of ATP.
- Response of the energy systems to exercise:
 - energy systems' response to acute exercise:
 - exercise and sports that use these systems to provide energy
 - anabolism and catabolism
 - fatigue from by-products of the energy systems
 - recovery including recovery time, EPOC
 - energy systems' response to chronic exercise:
 - increased use of fat as a fuel
 - increased stores of glycogen
 - increased removal of lactic acid
 - effect of endurance training/advanced training methods on the use of fuel for energy.

UNIT 2: EXERCISE INSTRUCTOR KNOWLEDGE AND SKILLS

A4 Digestive system

- Structure and function of each part of the digestive system including mouth, oesophagus, stomach, small intestine, large intestine.
- Digestion of fats, proteins, carbohydrates, main enzymes involved.
- Dietary fibre sources and function.
- Function of the liver in digestion.
- Function of the pancreas in digestion.
- Timescales for digesting different macronutrients.
- Fluid in digestion.

A5 Nervous system

- Role and functions of the central nervous system.
- Principles of muscle contraction.
- The 'all or none' law/motor unit recruitment.
- Nervous system response to chronic exercise:
 - enhanced neuromuscular connections
 - improved motor fitness.
- The nervous system in special populations:
 - older adults – reduced balance and coordination, reduced motor learning, reduced visual and aural acuity, poorer short-term memory.

A6 Biomechanics of movement in exercise

- Planes of movement:
 - frontal
 - sagittal
 - transverse.
- Anatomical terms:
 - superior and inferior
 - anterior and posterior
 - medial and lateral
 - proximal and distal
 - superficial and deep.
- Know the effect of exercise variables on biomechanics and kinesiology.
- Muscle attachments and levers.
- Lack of biomechanical efficiency:
 - reduction in transmission of stress
 - increased risk of injury
 - increased loading placed on synergists.

Learning aim B: Examine ways to respond to customer needs to provide effective customer service

B1 Examine local demographics and customer needs

Learners should understand the demographic of the leisure facility they are focusing on in order to best meet the needs of their customers.

- The effect of local demographics on leisure provision and participation within the identified organisation:
 - type of customers, e.g. age, gender, ability, disability, culture
 - customer needs, e.g. access, language, timetabling, economic environment
 - customer wants, e.g. type/s of class or activity, other services on offer.
- Methods of identifying customer needs and wants, e.g. informal conversations, meetings, questionnaires, surveys.
- How to encourage social inclusion, e.g. off-peak memberships, wide range of activities to suit all cultures, single-sex sessions, specialist sessions at certain times of the day to cater for specific groups of clients, use of positive imagery in advertising.

B2 Use of customer feedback to inform customer service

- Purpose of feedback, e.g. retain members, so they continue their memberships, improve client experience, develop areas of weakness in provision, gauge interest in new initiatives.
- Methods of gaining and recording feedback, e.g. one-to-one discussion with client, feedback forms, email, questionnaires and polls.
- Reporting feedback, e.g. to line manager or other stakeholders, in line with organisational procedure.
- How feedback can be used to increase customer satisfaction, e.g. evaluating information collected, prioritising change, gaining further/more detailed information, actioning changes in service provision, completing the 'feedback cycle' to ensure customer views have been taken into consideration and acted on.
- Interpret and use customer feedback and data to understand different types of customer and their needs.

B3 Provide customer service in a fitness facility

- Engage with customers in a friendly and approachable manner to display exemplary customer service:
 - show an awareness of the organisation's products and offers
 - know the customer journey
 - deal with enquires face-to-face, over the phone, by email and/or through social media
 - develop rapport by interacting in a positive and engaging manner, e.g. using positive body language, actively engaging with clients, having a friendly demeanour, giving enthusiastic responses
 - respect equality and diversity
 - display a professional demeanour, e.g. uniform, suitable language and topics of conversation, use of discretion
 - use appropriate communication methods
 - work well with others as part of a team
 - walk the gym floor and liaise with clients, e.g. choose the right time to interact, not interfering with client's gym session unnecessarily, assisting clients who need help with gym equipment.

UNIT 2: EXERCISE INSTRUCTOR KNOWLEDGE AND SKILLS

B4 Maintain a safe and pleasant fitness environment

- Ensure facilities are clean and hygienic:
 - know the standards expected
 - use appropriate cleaning products and equipment as necessary, e.g. anti-bacterial spray, floor cleaner, bleach, multi-surface cleaner, mop, brush, cloths.
- Maintain own and others' safety while cleaning by applying organisational health and safety policies regarding cleaning, e.g. use of PPE.
- Use signage and communicate during cleaning activities as appropriate.
- Use a cleaning schedule to maintain high standards of hygiene and cleanliness.
- Record the cleaning activities following organisational policy and procedures.

B5 Follow safe operating procedures

- Follow standard operating procedures to ensure safety of self and others:
 - follow organisational procedures e.g.:
 - risk assessment and reporting
 - routine maintenance
 - emergency action plans
 - COSHH
 - manual handling
 - electrical safety
 - adhere to manufacturers' guidelines when setting up, taking down and storing equipment
 - identify hazards relating to activity areas, people and physical risk.

Learning aim C: Understand the use of risk management and the client referral process**C1 The importance of risk stratification to safeguard client participation**

- Definition of risk stratification.
- Legal and ethical implications surrounding risk stratification:
 - for self
 - for the organisation
 - for the client.
- Use of risk stratification alongside other health and fitness screening procedures:
 - relationship between risk stratification, health screening and fitness testing, e.g. strengths, weaknesses, limitations.

C2 Risk stratification models and how to risk stratify clients

- Recognised tools:
 - Irwin and Morgan traffic light system
 - other national/international evidence-based tools, e.g. ACSM guidelines, CAD risk factor chart
 - national/locally agreed protocols/referral/care pathways.
- Methods of collecting information, e.g. client consultations, questionnaires.
- Professional role boundaries and limitations to scope of practice:
 - client confidentiality
 - data protection
 - type of information that can be collected
 - awareness of the need for sensitivity surrounding data collecting.

- Assessment of risk:
 - factors that indicate that a client is at low, medium or high risk
 - contraindications to exercise e.g.:
 - relative
 - absolute.
- Circumstances in which the client would require referral to other specialist exercise professionals and/or medical professionals.
- Range of relevant exercise or health professionals that clients can be signposted/referred onto when they are beyond own scope of practice/area of qualification.

C3 Behaviour change and exercise adherence

- The process of behaviour change:
 - the stages of change/trans-theoretical model of behaviour change.
- The role of intrinsic and extrinsic motivation in exercise adherence.
- Techniques/approaches that can motivate adherence to exercise, e.g. creating a positive environment that motivates and empowers clients and promotes adherence to exercise, to support goal achievement.

Transferable skills

Preparing for work

- Working with others as part of a team.
- Following organisational procedures and guidelines.
- Using own initiative.
- Asking for help.

Communication

- Demonstrating communication methods appropriate to working with colleagues and clients.

Problem solving

- Responding to and resolving problems posed by customers in the sports industry.

Developing practical and technical skills

- Demonstrating correct ways of working adhering to legislation, policies and procedures within a sports industry.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the body systems and their response to exercise		
A.P1 Outline the structure and function of the cardiorespiratory, musculoskeletal, energy digestive and nervous systems.	A.M1 Explain how the structure and function of the cardiorespiratory, musculoskeletal, energy digestive and nervous systems respond to acute and chronic exercise participation.	A.D1 Assess how adaptations to the cardiorespiratory, musculoskeletal, energy and nervous systems improve performance in exercise.
A.P2 Outline the response of the cardiorespiratory, musculoskeletal, energy and nervous systems to acute and chronic exercise participation.		
A.P3 Outline the principles of biomechanics in exercise.		
Learning aim B: Examine ways to respond to customer needs to provide effective customer service		
B.P4 Demonstrate communication skills in a customer service role in a fitness facility.	B.M2 Communicate in an engaging and effective way to fulfil a customer service role in a fitness facility.	B.D2 Use a range of appropriate communication skills to fulfil a customer service role in a fitness environment, selecting and adapting methods of communication to best suit customer needs.
B.P5 Carry out cleaning activities in a fitness environment.	B.M3 Select and use appropriate products and equipment to carry out effective cleaning in a fitness environment.	B.D3 Follow organisational processes and carry out comprehensive and effective cleaning activities, selecting and using appropriate products and equipment.

Pass	Merit	Distinction
Learning aim C: Understand the use of risk management and the client referral process		
C.P6 Outline the use of risk stratification models to safeguard client participation.	C.M4 Describe the roles of other health professionals and in what circumstances it may be necessary to refer clients to them.	C.D4 Evaluate the roles of other health professionals including possible reasons for client referral to them, their responsibilities to the client, and the potential impact on the client of their involvement.
C.P7 Outline the reasons why it may be necessary to refer a client to another health professional.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- comprehensively explain how the cardiorespiratory, musculoskeletal, energy and nervous systems adapt in both the short and long term, showing clear cause and effect by using valid examples to support their answer. They will justify how these adaptations support improvement in exercise performance.

For merit standard, learners will:

- describe in some detail both the structure and the function of each of the body systems (cardiorespiratory, musculoskeletal, energy and nervous systems).
- explain the effects of exercise on each body system both in the short term and the long term, including an understanding of how special populations body systems may differ from the average adult body systems, showing clear cause and effect for each element included.

For pass standard, learners will:

- outline the structure and function of each of the body systems (cardiorespiratory, musculoskeletal, energy and nervous systems) and the effects of exercise on each body system both in the short term and the long term. They include an outline of how special populations body systems may differ from the average adult body systems.
- provide an outline of the principles of biomechanics including the different planes of movement and the types of movement that occur in each. They will include different classification of levers and give examples of where each can be found in the body. They may omit some information.

Learning aim B

For distinction standard, learners will:

- take on a customer service role in a fitness facility, recognising the need to select and adapt communication methods and skills. Learners will consider the environment they are in, the tools at their disposal and the specific needs of clients in order to communicate effectively with a range of clients. This may include over the phone, using written media (email, letters), use of social media to reach a wide audience, face-to-face conversation, dealing with enquiries and complaints, knowing when to refer a client to a manager.
- follow organisational procedures (for example cleaning rota or schedule) to carry out cleaning duties as required. Learners must show use of their own initiative to ensure a clean and hygienic fitness environment, including dealing with impromptu cleaning requirements (for example spills, accidents) as well as routine cleaning (for example wiping down machines). They will select and use the most appropriate product/s and tool/s for the cleaning job required. Learners will select, use and put away cleaning materials and products, ensuring that they are meeting health and safety requirements.

For merit standard, learners will:

- take on a customer service role in a fitness facility, demonstrating the ability to communicate in an engaging and effective way with a range of clients as well as carrying out other customer service skills competently and confidently as required.
- conduct safe cleaning activities in a fitness facility, including the use of personal safety equipment and safe systems of work. Learners will select and use the most appropriate product/s and tool/s for the cleaning job required. Learners will select, use and put away cleaning materials and products, ensuring that they are meeting health and safety requirements.

For pass standard, learners will:

- take on a customer service role in a fitness facility, demonstrating a range of customer service skills to a reasonable standard.
- conduct some cleaning activities safely in a fitness facility, including some use of personal safety equipment and safe systems of work.

Learning aim C

For distinction standard, learners will:

- produce a written report that includes detailed information clearly explaining the roles of other health professionals, including possible reasons for client referral to them, their responsibilities to the client, and the potential impact on the client of their involvement.

For merit standard, learners will:

- describe, in some detail, the roles of other health professionals and in what circumstances it may be necessary to refer clients to them.

For pass standard, learners will:

- outline the use of risk stratification models to safeguard client participation and the reasons why it may be necessary to refer a client to another health professional.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

You are applying to volunteer at a local fitness facility. Before the interview, you have been asked to prepare a presentation (this could be a talk, poster, notes or a presentation) to explain the importance of the body systems and how they are impacted by exercise.

You have been successful in gaining a volunteer position and have been asked to work around the reception area to greet clients as they enter the fitness facility. The manager would like you to collect feedback from the clients to measure their satisfaction with the fitness facility. As it is important to get client feedback, the manager asks you to create a way to gain their feedback. The feedback can then be used to improve the customer experience at your fitness centre.

You have been volunteering at the fitness facility for several months now and have built up a good relationship with the clients. In an interim review with your manager, they have asked you to highlight the successful ways you have engaged with customers and how you have communicated with them effectively. You will be observed carrying out your engagement with clients.

Having a clean and healthy environment is important to the fitness industry. Cleanliness is a vital part of keeping customers happy and making sure the fitness facility is hygienic. Cleaning is one of the activities you participate in as part of your volunteer placement. It is important that you complete these duties safely and correctly. The manager of the facility needs to be sure you are safe whilst you conduct the cleaning activities, so they observe you whilst you complete your tasks.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

A different fitness facility to be used with different client feedback.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to the unit

Outline the nature of the topics and the examination that learners are expected to complete for this unit.

Whole-class activity: learners work individually, in pairs or in small groups to demonstrate prior knowledge of the subject. Suggestions include getting learners to independently recall prior knowledge before developing knowledge in pairs and finally small groups (using A3 paper as means to record findings). Learners feed back with directed Q&A.

Suggested time: about 1 hour.

Activity: Structure of the cardiorespiratory system

Learners take part in a short practical activity. The tutor shouts out basic parts of the structure of the four body systems. Learners run to a different wall identified for each body system. The last learner to the correct body system gets a forfeit.

Learners watch a video clip on the structure of the heart (Heart song).

Learners label the structures of the heart on an unlabelled diagram. Labels are given.

Practical activity: cones are used to create the shape of the chambers of the heart. Blue bibs are used as deoxygenated blood and red bibs as oxygenated blood. Learners are given roles in the heart, e.g. semi-lunar valves. Learners act as the blood to move through the cardiovascular system.

Learners write down the pathway of blood through the heart. The tutor has no input and the class must work together to identify their individual role and how that fits into the whole process.

Paired work: learners must restructure the process of the cardiac cycle in the correct order from a mixed-up version provided.

Plenary activity: learners individually record the correct process of the movement of blood through the heart on their handout.

Suggested time: about 2 hours.

Activity: Function of the cardiorespiratory system

Tutor presentation on the main functions of the cardiorespiratory system – delivery of blood and nutrients to the body, removal of waste products and thermoregulation.

Learners research the structure and function of each type of blood vessel. Some key words will be provided, and learners must begin to select which of these terms are relevant to each blood vessel.

Learners use their findings to produce their own diagrams of each type of blood vessel, which should be labelled correctly.

Suggested time: about 1 hour.

Activity: Response of the cardiorespiratory system to acute exercise

Practical activity – learners to take their resting heart rate and compare it with the rest of the class. Tutor discusses normal ranges and what may affect the resting heart rate.

Learners are put into groups of three to participate in two minutes of activity. They each do a different exercise: 1) step-ups, 2) wall sit and 3) plank.

Learners discuss the physiological effects of exercise shown by each person in the group and who showed the most.

Learners work in pairs to record each other's resting breathing rate. Tutor discusses the validity of the results and states the normative data.

Learners take part in two minutes of step-ups (or another similarly intense exercise), working as hard as they can. A partner should record their breathing rate as soon as they finish the exercise and then three minutes after. Tutor to discuss increase in breathing rate and recovery rate.

Learners are given an unlabelled picture of the respiratory systems and asked to locate: lungs, bronchi, bronchioles, alveoli and diaphragm.

Learners research the function of each structure and add a description to their labelled diagram using their own words.

Learners correctly restructure the processes during both inspiration and expiration. This should be done in pairs via a card activity. Learners check their flow chart with the tutor and then record the correct process.

Suggested time: about 4 hours.

Activity: Cardiorespiratory adaptations to exercise

Whole-group activity: speed teaching – give small groups/pairs a content area and time to increase knowledge in the field. Groups rotate round to teach each other the content in the format of speed dating. Ask individuals to collate a workbook of content and score each other's teaching.

Individual activity: mini quiz to check for learning.

Suggested time: about 2 hours.

Activity: The structure of the musculoskeletal system

Learners are given a cut-out skeleton and they have to reassemble it.

Learners split in to three teams and are given equal number of bones on small stickers. Teams have to label each bone correctly in a set time on a live 'model'. This will then be compared to a skeleton model.

Learners record correct answers on a blank diagram as responses are checked.

Tutor leads a discussion on the function of the skeletal system

Learners are in groups of three and are given a diagram of a synovial joint. They label the basic structures in the joint using labels given to them and then identify the function of each aspect of the joint.

Tutor introduces the functions of the musculoskeletal system.

Think, Pair, Share: learners are given the basic functions of the skeleton and they must develop/expand on them. To do this they will have a set time to think independently and write their thoughts down, then pair up and discuss, then join as a four and record their thoughts.

Learners are given an unlabelled skeleton and asked to independently label six bones (selected by the tutor).

Suggested time: about 2 hours.

Activity: The musculoskeletal system in action

Learners participate in a circuit session that includes the following exercises: front raise, bicep curl, tricep dip, bench press, pull up, oblique crunches, skater squats, lunges, squats, bridge with a single leg lift and heel raise.

Following one full circuit, learners are given the names of the main muscles and asked to identify the main muscle working in each exercise.

Learners record the correct responses.

Learners participate in a suitable cool down activity.

Using the information from the practical session, learners in groups of three label a diagram to locate the main muscles.

Learners independently record the location of major muscles on a worksheet.

Learners are placed in mixed ability groups and provided with a picture of a sporting action. They use the diagram from the introductory activity to identify the main muscles working in the exercise and what their role is in the movement. Learners present their findings during class discussion; feedback from class will inform correct responses.

Learners are given a muscle. They must work with a partner to locate the muscle on their body correctly.

Suggested time: about 2 hours.

Activity: Bone growth, remodelling and posture

Tutor-led presentation with associated worksheets on the process of bone growth and posture.

Suggested time: about 1 hour.

Activity: Response of the musculoskeletal system to acute exercise

Tutor presentation/class discussion: how does the muscular system respond to a single sport or exercise session?

Tutor presentation: responses of the muscular system to a single sport or exercise session.

Small-group activity: ask learners to produce a presentation with supplemented demonstrations to show the responses of the muscular system.

Individual task: give a mini test to check for learning. Use extended questioning as an extension.

Suggested time: 1 hour.

Activity: Response of the musculoskeletal system to different types of exercise

Learners take part in different types of weight-bearing, resistance-based exercise and aerobic-based exercise and identify the type of each exercise.

Small-group/whole-class activity: create four information packs, each representing a key adaptation. Give learners a pack each and allow them time to read and annotate the packs, and gain a sound understanding of the field. On completion, learners become the tutor to create a 'knowledge cafe', where learners teach among themselves.

Small-group activity: Question of Sport-style recap quiz.

Suggested time: 3 hours.

Activity: Cardiorespiratory and musculoskeletal system in special populations

Learners are given a type of special population as listed in the specification. They research and find out about each of the body systems and how they vary depending on the special population they have been given.

Learners prepare and delivery a presentation to the rest of the class.

Suggested time: 5 hours.

<p>Activity: Energy systems Tutor presentation and worksheets on the energy systems in line with the specification. Suggested time: 1 hour.</p>
<p>Activity: Digestive system Tutor presentation and worksheets on the digestive system in line with the specification. Suggested time: 1 hour.</p>
<p>Activity: Nervous system Tutor presentation and worksheets on the nervous system in line with the specification. Suggested time: 1 hour.</p>
<p>Activity: Biomechanics of movement in exercise Overview of planes of movement and learners take part in activities and have to work out which plane of movement the activity is taking place in. Learners are given anatomical terms and the definitions of each; they then have to describe body parts using these terms. Tutor presentation on biomechanical efficiency, muscle attachments and levers. Suggested time: 1 hour.</p>
<p>Activity: Local demographics and customer needs Learners carry out research into their local area to find out about what types of health and fitness facility are available and how they cater to different types of customer. Where possible, learners could design and give out questionnaires to find out what people in the local area are looking for in relation to health and fitness provision. Learners then prepare and deliver a presentation to share their findings with the rest of the class. Learners write a review to assess the provision of health and fitness for people in the local area and if there are any types of customer that are not fully catered for in the local area. Suggested time: 3 hours.</p>
<p>Activity: Customer service skills mind map Learners create a mind map of all the customer service skills they can think of. They could then use these ideas to highlight positive and negative experiences of the different types of customer service. Learners be given a role-play scenario that actively shows a client's path through the fitness facility. Learners could identify opportunities for customer service skills and practise basic use of their current skills. Suggested time: about 2 hours.</p>

Activity: Client feedback to inform customer service

Learners be given a range of information about their clients. Working in pairs, learners create a profile of a typical gym user in their facility. Using this information, they could then create a list of client expectations and identify how their fitness facility challenges social inclusion.

Learners walk through their fitness facility from a customer's point of view. They highlight good parts of their experience and areas that could be improved. Learners then create a poster that highlights 10 ways to retain customers in their fitness facility. Finally, they write a code of conduct for their own behaviour when working in their fitness facility. The list identifies positive behaviours they are expected to demonstrate.

Learners given examples of information gained from feedback of customers and the types of feedback collection method. Where possible they try completing the feedback forms to experience them. Learners could then highlight areas that clients have identified as requiring improvement and suggest solutions. Learners then reflect on the importance of the client feedback.

Suggested time: about 6 hours.

Activity: Engaging with customers

Learners complete work experience in a fitness facility for a set amount of time. They could be based in a customer-facing role, so they have the opportunity to interact with them. In a classroom environment they are given scenarios that they have to respond to. The scenarios could include conflict management, how to develop rapport with clients, when and when not to engage with clients. Following this session, learners could complete more work experience to practise the skills they have discussed.

Suggested time: about 6 hours.

Activity: Maintaining safe and pleasant fitness environments

Learners take a tour of different areas of a facility and identify a 'before and after' activity of their choice, as well as short- and long-term preparations and maintenance requirements. They return to their class and, for each area, make a list of key things to look out for before activities are started or prepared for.

Learners carry out spot checks on the areas using the checklists they have designed, looking for potential hazards and seeing if they spot issues their peers do not. Learners discuss what to do if hazards are observed, identifying which can be dealt with and which should be referred to a supervisor. They make a list of accidents that might occur if the hazard is not dealt with promptly and effectively.

Learners take part in role-play scenarios focused on dealing with complaints about the facility areas, learning how to give feedback to customers in a way that reassures them that their complaints are taken seriously.

Suggested time: about 3 hours.

Activity: Clean cards

Learners watch or be talked through a range of different cleaning processes for a variety of different areas and situations around the leisure facility. They can then select at random a 'clean card' that will outline a scenario for them (these will have been pre-made by the tutor and may include scenarios such as 'fizzy drink spillage in the café' or 'blood on the rowing machine'). Learners will describe how they would manage their selected situation; which cleaning equipment and products they would need, where these can be found, the process they would follow, how to ensure safety whilst they are cleaning.

Suggested time: about 5 hours.

Activity: Follow safe operating procedures in a health and fitness centre

Learners visit a local health and fitness centre and are shown around and given a talk on the organisation's health and safety related policies and procedures including: risk assessment and reporting routine maintenance emergency action plans, COSHH, manual handling, electrical safety.

Learners can ask questions and view organisational procedures where possible to get a better idea of how they are used in the workplace.

Learners talk to staff at the centre to find out how the procedures are implemented for their role.

Suggested time: 3 hours.

Activity: Risk stratification

Tutor presentation on risk stratification and what it means for self, organisation and the client.

Learners work in pairs to research recognised tools for risk stratification including:

- Irwin and Morgan traffic light system
- other national/international evidence-based tools
- national/locally agreed protocols/referral/care pathways

and explore how each are used. Learners then feed back to the rest of the class.

Suggested time: 2 hours.

Activity: Collecting information from clients

Learners mind map of different methods of collecting client information.

Learners then compile a lifestyle questionnaire after having completed research on this topic and work in pairs to administer the questionnaire and record answers.

Learners feedback to the client is then given related to the assessment of risk.

Suggested time: 2 hours.

Activity: Cleaning a fitness facility

Learners given a practical walk through of how to complete cleaning and maintenance in their fitness facility. The walk through could give learners the opportunity to try the cleaning activities and use appropriate cleaning products. During the walk through the assessor could discuss the importance of safe operating procedures and how to stay safe when conducting the activities.

Learners then given the opportunity to practise the cleaning activities and the assessor could provide formative feedback on the success of the cleaning activities.

Suggested time: about 10 hours.

Activity: Exercise deferral

Learners identify the different reasons for deferral of exercise (including issues highlighted in the client consultation as well as temporary/immediate deferral situations). Alternatively, the tutor could prepare simulated situations that include issues that would result in the deferment of exercise, these can be given out at random. Learners must explore what steps would need to be taken for each situation highlighted, including the most appropriate person to refer the client to, and likely outcomes.

Suggested time: about 1 hour.

Essential resources

For this unit, learners will need access to:

- anatomy and physiology related textbooks, internet resources
- a fitness facility such as a gym or health and fitness club.

Links to other units

This unit draws on the knowledge and skills taught in:

Unit 3: Group Circuit Training

Unit 4: Working as a Group Circuit Instructor.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- work experience
- support from local health and fitness centres.

Unit 3: Group Circuit Training

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will explore group circuit training classes, understanding different types of class and how different elements of health, fitness and participant need can be catered for.

Unit introduction

More than ever, people understand the importance of getting fit and being active as the cornerstones of living a healthy lifestyle. Circuit training classes are hugely popular because of their flexibility, adaptability, accessibility and effectiveness. As a group exercise instructor or someone working in the fitness sector, it is important that you understand the range and variation of this particular group exercise class. You will need to know how classes can be structured and formatted, the range and variety of different activities that can be included as well as the effect, and rules surrounding the use of music. You will also need to appreciate the responsibilities of a group circuit training instructor and the skills and behaviours necessary to build effective relationships with class participants.

In this unit, you will explore group exercise circuits classes. You will learn about different types of circuit and how you might plan exercises that are appropriate to the needs and wants of your participants. You will consider the importance of using music in your classes, as well as the legalities surrounding this. You will also learn about the responsibilities you will have as a group circuit training instructor, including the skills and behaviours necessary for successful classes and effective participant-instructor relationships.

This unit is important if you are considering a career in the gym/fitness industry or as a gym instructor. It provides you with the key knowledge and understanding needed to devise appropriate circuit training classes whilst appreciating how to build rapport with participants and present as a professional and successful instructor.

There are new staffing requirements for the tutor, assessor and internal verifier for this unit. Please refer to *Section 4 Planning your programme for further information*.

Learning aims

In this unit you will:

- A** Explore group circuit training
- B** Investigate group circuit training class setups
- C** Explore responsibilities and delivery skills of group circuit training instructors.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore group circuit training	A1 Group exercise classes A2 Group circuit training classes A3 Benefits of circuit training	Learners will produce a written report detailing the use and advantages of group circuit training classes.
B Investigate group circuit training class setups	B1 Types of circuit station B2 Stations set up B3 Circuit card design B4 Music usage in group circuit training classes	Learners will produce a presentation and/or slide show that details the range of stations and activities that could be used in a circuit, as well as the use and legalities of using music.
C Explore responsibilities and delivery skills of group circuit training instructors	C1 Responsibilities of group circuit instructors C2 Forming effective working relationships with clients C3 Delivery skills for group circuit instructors	Learners will produce a written report or presentation that details the roles, responsibilities and delivery skills needed by group circuit training instructors.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> Researching different types of circuit class and different possible stations Considering the responsibilities of an exercise instructor 	<ul style="list-style-type: none"> Different types of group exercise class, their style, objectives, equipment Responsibilities of an effective exercise instructor Effect and legalities of music usage in exercise classes 	<ul style="list-style-type: none"> Communication Working with others Thinking skills/adaptability Problem solving Management of information Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore group circuit training

A1 Group exercise classes

- Exercise to music, e.g. Spinning, Clubbercise, Step, Zumba, Bokwa, Bodypump, Legs, Bums and Tums.
- Interval training, e.g. HIIT, LIIT, Circuits, Tabata, Metafit, Insanity.
- Body conditioning, e.g. Boxercise, Body combat, Crossfit, Kettlebells, jumpga.
- Flexibility, e.g. Yoga, Pilates, Pole fitness, BodyBalance.

A2 Group circuit training classes

- Types of group circuit class, e.g. strength, cardio, HITT/metafit, sports specific.
- Class aims and objectives, e.g. health, fitness, fun.
- Equipment, e.g. music system, electronic timer, free weights, mats, battle ropes, SAQ ladders, medicine balls, slam balls, stepper, plyo boxes, hurdles, cones, punch bags, pull up bars, cardio machines (e.g. rower, stepper, ski, bikes), kettlebells, trampolines.
- Environment, e.g. indoor, outdoor, fitness suite, sports hall.
- Involvement of others, e.g. partner, team, individual, competitive, collaborative.

A3 Benefits of circuit training

- Interest and preference, e.g. variety of activities and/or equipment, music, fun.
- Cooperation, competition and support, e.g. working with others.
- Combination of cardiovascular and resistance exercises.
- Adaptable to meet individual needs.
- Flexible, e.g. space, equipment.
- Cost effective.
- Positive time to effectiveness ratio.

Learning aim B: Investigate group circuit training class setups

B1 Types of circuit stations

- Exercise types.
- Stations in relation to each other, e.g. alternate muscle groups, variety of exercises.
- Stations to improve aerobic endurance, e.g. shuttle runs, star jumps, skipping.
- Stations to improve muscular strength, e.g. use of free or fixed weights.
- Stations to improve muscular endurance, e.g. press-ups, triceps dips, squats, lunges.
- Stations to improve core strength, e.g. crunches, twisting sit-ups, plank, back extensions.
- Skill-related fitness components, e.g. balance, reaction time, coordination, agility.
- Sports-specific stations, e.g. shooting in basketball, netball dodging, cricket bowling.

UNIT 3: GROUP CIRCUIT TRAINING

B2 Stations set up

- Circular.
- Square.
- Line.
- Bow tie.
- Corners.
- Bespoke, e.g. to fit space available or use of fixed machines.

B3 Circuit card design

- Exercise name.
- Diagram, e.g. of exercise set up (e.g. agility run) or exercise technique (e.g. bicycle crunch).
- Main delivery points.
- Adaptations, progressions, regressions.
- Space to record score/results if appropriate.

B4 Music usage in group circuit training classes

- Positive music use:
 - using music to motivate
 - appeal for different age ranges
 - link between style of music and type of exercise, e.g. dancercise, body combat, Zumba, yoga
 - use of music in different parts of the session, e.g. warm up, heart raising, cool down, relaxation
 - planning bursts of activity linked to the duration of a song or phrase of music.
- Sources of music, e.g. CD, streaming, downloads.
- Licensing laws:
 - The Music License (PRS and PPL)
 - Copyright – ProDub License.

Learning aim C: Explore responsibilities and delivery skills of group circuit training instructors**C1 Responsibilities of group circuit instructors**

- Health and safety.
- Planning a circuit session that is appropriate for the needs of participants.
- Demonstrating high levels of customer care.
- Being an ambassador for the organisation they represent.
- Keeping participant needs and wants at the heart of the session.
- Respecting equality and diversity.
- Being a role model, e.g. positive attitude, effort, appearance.
- Membership of relevant professional bodies, e.g. CIMSPA, REPS.
- Recognising the need to safeguard participants and undertaking the necessary duty of care.
- Having required insurance.
- Undertaking CPD and keeping knowledge up to date.

C2 Forming effective working relationships with clients

- Before the circuit training session:
 - advertising effectively, e.g. where, how
 - replying to enquiries in an appropriate and timely manner
 - ensuring any relevant messages are communicated, e.g. change of time, venue.
- During the session:
 - welcoming participants
 - putting new members at ease, e.g. reassuring, supporting, answering questions
 - communicating effectively
 - active listening and responding to client questions and comments
 - giving positive feedback and motivating
 - being professional and approachable.
- After the session:
 - being available to clients directly after the session to chat, answer queries
 - following up any issues or concerns
 - giving positive feedback via appropriate media, e.g. 'great session this afternoon' on social media.
- Between sessions:
 - checking in on participants as necessary, e.g. regulars who were absent
 - portraying a positive image on social media as appropriate, e.g. updates about classes, activities, personal achievements
 - sharing relevant information, e.g. other classes or activities, challenges.

C3 Delivery skills for group circuit instructors

- Presenting a professional image as a group circuit instructor:
 - friendly, approachable, patient, empathetic.
- Time management.
- Motivating, e.g. encouragement, recognising achievement.
- Organised and able to organise others.
- Communication skills, e.g. verbal, non-verbal, active listening.
- Instructing position, e.g. seen by all, can see participants.
- Mirroring when necessary.
- Modelling.
- Adapting.
- Setting personalised goals and targets.
- Giving appropriate feedback.

Transferable skills

Preparing for work

- Undertaking a leadership role in the fitness sector.

Developing practical and technical skills

- Demonstrating planning and leadership skills, including the use of demonstrations and the setting up of facilities and equipment.

Managing information

- Using information from participants to plan and deliver an exercise class effectively that meets their needs, wants and motivators.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore group circuit training		
A.P1 Outline the benefits of different types of group circuit training for participants.	A.M1 Explain the benefits of different types group circuit training for potential participants.	A.D1 Evaluate group circuit training for potential participants.
Learning aim B: Investigate group circuit training class setups		
B.P2 Outline the different formats, stations and exercises used in a range of circuit training classes.	B.M2 Analyse the benefits of using different formats, stations and exercises in a range of circuit training classes.	B.D2 Evaluate the benefits of using different formats, stations and exercises in a range of circuit training classes for a diverse range of participants.
B.P3 Outline the use of music for group circuit training classes.		
Learning aim C: Explore responsibilities and delivery skills of group circuit training instructors		
C.P4 Outline the responsibilities of group circuit instructors.	D.M3 Explain the importance of fulfilling instructor responsibilities and employing appropriate delivery skills for running an effective group circuit training session.	D.D3 Evaluate the effectiveness of instructor responsibilities and delivery skills when running a group circuit training session.
C.P5 Outline the delivery skills required of a group circuit training instructor.		

Essential information for assessment decisions

Learning aim A:

For distinction standard, learners will:

- evaluate a range of different types of group circuit training class (a minimum of four). They comprehensively explain how the type of circuit training class can be used to improve fitness, strength and endurance while having fun. Learners consider possible detractors for each class and how and why they might not be appropriate or suitable for participants and/or what the areas that an instructor needs to be aware of. They use realistic and well thought out examples to support their answer.

For merit standard, learners will:

- clearly explain most of the benefits of at least four types of group circuit training class, explaining how and why these benefits may be attributed to their selected classes. Learners must support their answers with examples.

For pass standard, learners will:

- outline some benefits for participants of at least two types of group circuit training class.

Learning aim B:

For distinction standard, learners will:

- evaluate the benefits of using a wide range of different formats, stations and exercises for at least three different types of circuit training session. They will fully consider the type of participants in the class and the potential positive and negative effects of the choices they make. They will consistently include for each the impact of the choices on participants' wants, needs and abilities. They will include the adaptations that may be needed to accommodate the wants, needs and abilities of their participants. They will clearly consider the importance of the use of music, including the negative effect that poor choices and/or inappropriate use could have on the success of the class.

For merit standard, learners will:

- provide detail on at least two different formats, stations and exercises that could be used during a circuit class. They will analyse the use of these different elements, suggesting benefits that each could bring to different types of participant. They will include the effect of music on the class, the benefits and the factors to be aware of regarding legalities.

For pass standard, learners will:

- outline at least two different formats (for example circular, bow tie, corners) and at least 10 different stations that could be included in a circuit. They will include some detail on the type/s of exercise that could be carried out at each identified station. Learners will outline the effect of music on a circuit class, including its use to motivate, control the pace and type of exercise and contribute to the overall atmosphere of the class. They will highlight at least one legal implication of using music in their class.

Learning aim C:

For distinction standard, learners will:

- evaluate the need for identified delivery skills in order to carry out the various responsibilities of a group circuit instructor before, during and after classes. They fully explore the positive and potential negative impact of having/not having the necessary skills on their ability to perform the role of group circuit training instructor effectively. Learners include relevant examples to fully support the evaluations they are making.

For merit standard, learners will:

- explain in some detail the various responsibilities of a group circuit training instructor before, during and after classes, as well as the delivery skills that are necessary to run effective sessions. They will suggest reasons why each of the skills is desirable and link this to the identified responsibilities, highlighting the need for and effect of the various delivery skills on an instructor's ability to carry out their role successfully.

For pass standard, learners will:

- provide some detail on the likely responsibilities of a group circuit training instructor, including before, during and after the class. Learners will also outline the delivery skills that a group circuit instructor will need to plan and deliver their class effectively and to meet the wants and needs of participants.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

You have been approached by your manager at a council run gym to promote a new range of group circuit training classes that are to be offered across the borough in fitness centres.

The council run gyms don't currently offer any group circuit training classes and there is some resistance to this 'new idea' amongst existing staff. However, the council feels that privately run fitness centres are gaining an advantage as they run a range of circuit training classes and these are proving attractive to customers.

The council has asked you to work with their fitness professionals to improve their knowledge and understanding of current and up-to-date circuit training and to persuade them of the advantages of such classes.

You will design and deliver a presentation to improve their knowledge and gain their support for this new type of class.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners work in pairs or small groups to mind map everything they know about circuit training. Headings such as 'music', 'exercises', 'reasons to take part' can be used to help steer learners if necessary. Groups share their thoughts and a whole-group mind map can be created. Learners use this information to make a poster advertising an imaginary circuit training class/programme that they are going to run. They devise a name for their session/programme and include on the poster the main 'selling' reasons to potential participants as well as the key elements relevant to circuit training.

Suggested time: about 5 hours.

Activity: Observation/participation of fitness class

Learners visit a local fitness provider to observe or participate in the delivery of a circuit training class. Learners should take notes either during (observation) or after the class (participation). Learners should be guided on what information to record.

Suggested time: about 6 hours.

Activity: Taking part in different types of circuit training

Learners take part in different types of circuit training lead by the tutor or other fitness professionals that regularly instruct each type of fitness training.

Types of class can include strength, cardio, HITT, metafit and sport specific. For sport specific, learners could go to a sports club such as rugby club and take part in a circuit training class that is designed for rugby players.

After each session learners should work in small groups to discuss what type of fitness was being improved in the session, what parts of the session they enjoyed and any parts that they didn't enjoy. Whole-class discussion of the benefits of the type of circuit training in line with the unit content.

Suggested time: about 10 hours.

Activity: Guest speaker

Learners participate in a guest lecture from a fitness professional in a local gym, this will give learners the opportunity to understand the most current group circuit training classes being delivered in the sector and the impact the classes have on participants. The guest lecture should also be followed by a focus group in which learners should prepare questions that they can ask the fitness professional.

Suggested time: about 3 hours.

Activity: Stations set up

Working in small groups, learners are given, as names on pre-prepared cards, a range of different stations that could make up a circuit. The tutor calls out relevant information about an imaginary circuit, e.g. its aim, number of participants, available space, and learners must place their station cards in an order and format that they consider appropriate. Learners walk around the space to look at each group's circuit and a representative from each group can explain their choices to the whole class. Discussion regarding the strengths and areas for development for each devised circuit takes place.

The activity can be repeated with different information about the type of circuit required.

Suggested time: about 5 hours.

Activity: A picture of leadership

Working in small groups, learners draw (on a piece of flip chart paper or similar) a 'good' circuit training class instructor. Then they draw a 'poor' circuit training class instructor. They share their pictures with the rest of the group and discuss the choices that they made regarding their picture. It may well be that the 'good' instructor is dressed appropriately, has a plan in one hand and a stopwatch in the other, a smile on their face, whilst the 'poor' (or ineffective if you prefer) one is scruffy with a cigarette in one hand and so on. This leads to a discussion on the merits of various delivery skills and personal attributes.

Suggested time: about 3 hours.

Activity: Stations in a circuit training class

Learners are introduced to different types of station that can be used in a circuit training class including, clear instructions and demonstrations on technique, and teaching points for:

- stations to target specific fitness components
- alternating muscle groups allowing rest intervals for recovery
- use of circuit cards as necessary
- demonstration of each station
- maximum number of participants at each station.

Learners work in pairs to devise a circuit, creating circuit cards and demonstrating to each other the technique with teaching points. Their partner feeds back on the strengths and areas to improve to develop instructing skills.

Suggested time: about 12 hours.

Activity: Customer journey

Learners consider the 'customer journey', the points at which they (as a fitness instructor) will come into contact with clients, what kind of interaction it might be and what to consider about each of these 'touchpoints'. This might include awareness raising (through advertising), first contact (face to face, over social media), information sharing (e.g. sending class info, times) first session (welcoming), end of first session (debrief, checking in), after first session (getting feedback, are they coming again) and ongoing once attendance is regular. For each of these (plus any others learners think of) learners can consider the importance of each stage and how their skills and behaviours as an instructor will affect the journey.

Suggested time: about 10 hours.

Activity: Choice of music for circuit training classes

Learners list their favourite types of music and feed back to the rest of the class.

Where possible and appropriate, learners listen to clips of the music and make judgements about if it is appropriate for a circuit training class and for which parts of the session.

Learners are introduced to different types of music from different decades and discuss what types of music may be better for different demographics of participant.

Learners make a list of types of appropriate music, including BPM, where possible for different parts of a class and also what types of music are not appropriate (e.g. inappropriate words).

Suggested time: 6 hours.

Essential resources

For this unit, learners must have access to suitable exercise facilities and equipment, for example a sports hall or studio gym with dumbbells, barbells, mats, resistance bands, benches and stopwatch. All practical assessment must be conducted in a real-world environment, this where possible should be in the workplace 'on the job' at work, or as close to as possible to replicate a working environment. If the learner could complete the practical aspect whilst on work experience that would be ideal. The assessment should be conducted with 'real clients/participants' and not with peers. A real client/participant is a member of the club/facility or equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the learner
- be related to the learner, for example a spouse, partner, parent, step-parent, brother, sister
- be enrolled on the same qualification as the learner at the same time.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers – fitness professionals delivering guest lectures in relation to current and up-to-date fitness classes used in the sector
- work experience – learners would benefit from visiting local fitness providers to take part and observe a fitness class
- support from local business staff as mentors – working with local fitness professionals to gain feedback on understanding and delivery of current and up-to-date fitness classes.

Unit 4: Working as a Group Circuit Instructor

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **120**

Unit in brief

Learners will explore group circuit training classes, understanding how to plan and deliver specific sessions to groups of participants.

Unit introduction

Many people are members of a health and fitness centre or attend group exercise classes to help them to improve their body composition, get fit and stay healthy. In any gym or fitness facility you will find a range of different group exercise classes, the most prevalent of which is often circuit training. Circuits are hugely popular because of their flexibility, adaptability, accessibility and effectiveness. As a group exercise instructor or someone working in the fitness sector, you will be expected to understand how to plan and deliver effective group exercise circuit training classes that are current and engaging and improve participants' health and wellbeing.

In this unit, you will explore what it takes to be a group exercise circuit instructor. You will learn how to plan and deliver group-based circuit training classes so that they meet client goals, adapt exercises and maintain client safety. You will also learn how to review your session, identifying strengths and areas in need of future development.

This unit is important if you are considering a career in the gym/fitness industry or as a group training circuit instructor. It provides you with the key knowledge and understanding needed to plan, deliver and monitor group circuit training and requires you to show that you can work with others, building rapport and communicating effectively, to deliver your session for real.

There are new staffing requirements for the tutor, assessor and internal verifier for this unit. Please refer to *Section 4 Planning your programme* for further information.

Learning aims

In this unit you will:

- A** Plan a group circuit training class
- B** Instruct a group circuit training class
- C** Review a group circuit training class.

Assessment Criteria

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Plan a group circuit training class	A1 Planning considerations for circuit training A2 Planning a group circuit training class	Learners will produce a written report detailing the ways in which they will encourage and prepare participants to take part in a group circuit training class.
B Instruct a group circuit training class	B1 Preparing participants for circuit training B2 Instructing a group circuit training class	Learners will produce a plan for a group circuit training class. The plan will be recorded in an appropriate format (planning template, DVR).
C Review a group circuit training class	C1 Review a circuit training-based exercise class C2 Evaluate own performance for a group circuit training programme	Learners will lead a group circuit training class of their choice; this must be to peers or an external group. The session will be filmed or evidenced by witness statement. Learners must review a group circuit training class they have led using a suitable format.
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> Handling client information Planning Health and safety Leading group exercise 	<ul style="list-style-type: none"> Different types of group exercise class, their style, objectives, equipment etc How to plan and deliver a group exercise class 	<ul style="list-style-type: none"> Communication Working with others Thinking skills/adaptability Problem solving Management of information Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Plan a group circuit training class

A1 Planning considerations for circuit training

- Participant numbers.
- Participant types/demographics, e.g. motivations, needs, wants, likes, dislikes.
- Programming exercise for physical fitness and for health benefits and the difference.
- Exercise environment, e.g. inside, outside.
- National recommended guidelines for physical activity and health for different ages, e.g. guidelines from the UK chief medical officer (CMO).
- Access to credible information sources, research methods and evidence-based practice.
- Link to components of fitness (health and skill related) and the recognised national/international guidelines for the development of these.
- Principles and variables of fitness/training (FITT principles (frequency, intensity, time and type)), adherence, adaptation, modification and progression for each component of FITT, implications of specificity, progressive overload, reversibility, adaptability, individuality, recovery time.
- Importance of muscle balance.
- Work duties, e.g. working with others (colleagues, participants), preparing activities areas for the session (equipment, accessible, appropriate, ready for use).

A2 Planning a group circuit training class

- Information gathering, e.g. available facilities, equipment, participant numbers, participant ability/previous experience, session time and duration.
- SMART goal setting, e.g. linked to group needs, wants and motivators.
- Class structure and content:
 - realistic timings and sequences
 - warm up, e.g. low intensity exercise, fun and interactive games, gradual increase of heart rate, mental preparation for session
 - preparatory stretches/mobilisation, e.g. static, dynamic and ballistic stretches for targeted/relevant muscle groups, repetitions, sets, timings
 - aerobic curve, e.g. measured build-up of intensity to 60-80% MHR
 - main session content, e.g. peak level of intensity, range of exercises, range of muscle groups, challenging exercises for participants, maintain heart rate, repetitions, sets, timings
 - core exercises, e.g. dynamic and static exercises targeted at specifically core muscle group, core stability exercises
 - resistance exercises to target the major muscles/muscle groups
 - cool down, e.g. reduce heart rate back to RHR, low level of intensity
 - stretching, e.g. timings, developmental stretching, maintenance stretching.
- Station selection and management:
 - stations to target specific fitness components (consideration of specificity, mix of cardiovascular and resistance)
 - alternating muscle groups allowing rest intervals for recovery
 - use of circuit cards as necessary
 - demonstration of each station
 - maximum number of participants at each station.

UNIT 4: WORKING AS A GROUP CIRCUIT INSTRUCTOR

- Application of knowledge on anatomy and physiology:
 - aerobic and anaerobic systems, muscle balance, heart rate response to exercise, energy demands.
- Application of knowledge for group exercise training methods, safe and effective techniques:
 - cardiovascular exercise (e.g. continuous, interval, fartlek)
 - resistance exercise (e.g. bodyweight exercise, use of small equipment)
 - functional exercise (e.g. movement patterns, muscle actions and components of fitness required for activities of daily living)
 - flexibility and range of motion exercise (e.g. static stretching and mobilisation of joints).
- Identification and selection of relevant and appropriate music:
 - speed (bpm)
 - type of music, e.g. appropriate format, content, style.
- Equipment choice, e.g. relevant, accessible, safe.
- Coaching points:
 - technique – basic movements, exercise specific techniques, lifting techniques
 - adaptation and alternatives – increase and decrease in difficulty, adaptations to cater to participants needs.
- Health and safety:
 - risk assessment of facility and equipment
 - relevant EAP
 - first aid processes.

Learning aim B: Instruct a group circuit training class**B1 Preparing participants for circuit training**

- Health screening and the importance of conducting verbal screening prior to group exercise sessions.
- Risks:
 - absolute contraindications to exercise.
- Client referral, e.g. medical conditions, past or present injuries and/or disabilities to medical professional or clinicians as necessary.
- Exercise deferment, e.g. temporarily.
- Gathering information from participants:
 - goals
 - likes and dislikes
 - motivation for participation.
- Participant characteristics:
 - fitness levels
 - previous experience
 - age
 - reasons for participating, e.g. health benefits, cardiovascular fitness, muscle tone, weight loss.

B2 Instructing a group circuit training class

- Leading a circuit training class, inspiring participants and injecting personality and show-personship into the session:
 - availability to participants immediately before and after the session
 - efficiency and effectiveness of session start, e.g. welcoming participants, conducting verbal screening prior to exercise and acting on feedback, safe set up of equipment, checking participant understanding, setting tone, sharing key aims
 - appropriate session content and equipment for environment and type of session
 - use of effective verbal communication, e.g. clarity of instruction, correct terminology, building rapport, checking understanding
 - creating a positive and empowering environment that supports clients to participate in and adhere to exercise
 - use of technically safe, correct and appropriate demonstrations, e.g. clear guidance on key areas, clearly visible to participants including:
 - warm up
 - functional exercises
 - flexibility and range of motion exercises
 - bodyweight exercises
 - cardiovascular exercises
 - use of small equipment (e.g. mats for core/abdominal work)
 - cool down
 - adoption of appropriate positions for the observation and monitoring of participants' performance to ensure client safety and response to client needs
 - provision of client-specific instruction points, feedback and reinforcement in a friendly, professional manner
 - selection of appropriate times to proactively engage with clients
 - use of progression, regression and adaptation to improve client technique in response to participant needs
 - appreciation of the effect of speed of movement on posture, alignment and intensity
 - selection and use of appropriate motivation methods, e.g. praise phrases, positive body language, personal challenge, group challenge, competition, relevant and useful feedback
 - use of dynamic risk assessment to optimise participant safety, e.g. checking of correct clothing and footwear, safe technique, safe use of equipment, manual handling, adhering to manufacturers guidelines
 - effective use of music
 - application of corrective strategies as required
 - use of realistic timings and sequences during the session and management of overall session timings
 - demonstration of effective leadership methods to cater for different learning styles, adapting communication methods to meet individual needs
 - selection based on benefits and limitations of each method
 - monitoring intensity of exercise, e.g. talk test, Borg scale, RPE, heart rate monitoring
 - manipulation of FITT principles to ensure progression according to individual needs
 - efficient and effective end to session, e.g. cool down, safe take down/put away of equipment, next steps for participants' continued engagement, giving feedback, being available to participants if they have questions or concerns
 - alone working or team working.

Learning aim C: Review a group circuit training class**C1 Review of a circuit training-based exercise class**

- Use of review to assess the success of the programme in supporting clients' physical and psychological needs, e.g. questionnaire, formal discussion (focus groups), informal conversation (at the end of the session), online survey (survey monkey), straw poll (show of hands).
- Ensuring clients understanding for continuation of programme with or without direct supervision.
- Sharing feedback with clients to encourage and improve performance.
- Additional/alterative use of facilities suggestions dependent on client interests.
- Regular session/programme reviews to ascertain how well the programme is meeting client needs.
- Evaluation and reflection on planned programmes to ensure the physical and psychological needs of individuals are being met.
- Participant performance appraisal during the session/s.
- Assessment of appropriateness of session content in relation to the user group and environment.
- Proposal of changes/adaptations based on participant performance.

C2 Evaluate own performance for group circuit training programme

- Appraisal of own performance in relation to the session/programme:
 - evaluation and reflection on own performance in supporting clients in their exercise programme
 - suggestions, e.g. changes/adaptations to the planned programme based on the evaluation of own performance
 - evaluation of own management of client health, safety and welfare
 - seeking support from colleagues to improve professional practice
 - feedback from colleagues on own performance
 - work on areas for development identified, e.g. gap analysis, personal development plan.
- Continued personal development to ensure current and best working practice and advance in chosen field/s.
- Financial planning and review for future development, e.g. income, costs working as a gym instructor (music licence fees, insurance, membership of professional bodies), social media profiles to promote self or business, understanding organisation's own product offer and how to support secondary spends.

Transferable skills

Preparing for work

- Undertaking a leadership role in the fitness sector.

Developing practical and technical skills

- Demonstrating planning and leadership skills, including the use of demonstrations and the setting up of facilities and equipment.

Managing information

- Using information from participants to plan and deliver an exercise class effectively that meets their needs, wants and motivators.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Plan a group circuit training class		
A.P1 Outline the considerations for planning a group circuit training class.	A.M1 Prepare a detailed circuit training class plan for a selected group of participants, justifying choices made.	A.D1 Prepare a comprehensive circuit training class plan, clearly justifying choices made for a selected group of participants.
A.P2 Plan a group circuit training class for a selected group of participants.		
Learning aim B: Instruct a group circuit training class		
B.P3 Outline how to prepare participants for a group circuit training class.	B.M2 Prepare and instruct a group of participants safely and appropriately in circuit training class.	B.D2 Prepare and instruct a group circuit training class safely comprehensively.
B.P4 Instruct a planned group circuit training class safely.		
Learning aim C: Review a group circuit training class		
C.P5 Review a circuit training class, identifying successes and areas for development linked to participant achievement and enjoyment.	C.M3 Assess participants and personal achievement and enjoyment during a group circuit training class.	C.D3 Evaluate participant and personal achievement and enjoyment during a group circuit training class, providing recommendations to improve the session.
C.P6 Review own performance as a circuit training instructor, identifying personal strengths and areas for development.		

Essential information for assessment decisions

Assessment criteria **B.P3**, **B.P4**, **B.M2** and **B.D2** must comply with the following practical assessment requirements:

- CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional body's endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards.

Employers have stipulated that all practical assessment must:

- be conducted in a **real-world environment**. This, where possible, should be in the workplace '**on the job**' at work, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment.

This can also be covered in a work placement.

- be conducted with 'real clients/participants' and not with peers. A real client/participant is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The **real client/participant** must not:

- work at the same facility as the learner
- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

If you are unable to use real clients/participants

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

Resource requirements

For this unit, learners must have access to:

- gym equipment, to include cardiovascular machines, free weights and fixed weights
- recording equipment, such as a video camera, a tablet, a voice recorder
- a range of field fitness testing and health screening equipment
- normative data for interpretation of test results
- suitable exercise facilities and equipment, for example a gym with cardiovascular equipment, fixed resistance machines and free weights.

Enough time must be given between the first and last session of the fitness and lifestyle programme for assessment to demonstrate improvements for the client.

Learning aim A:**For distinction standard,** learners will:

- plan a comprehensive and well-structured group circuit training session for a selected group. The plan will include all key areas necessary for an effective session including: sourcing and use of background information (participant numbers, ability, previous experience, available facilities, equipment), music selection that is appropriate to the session style, content and group, selected activities that meet the needs, wants and motivators of participants, appropriate session structure (pace and flow, aerobic curve, muscle balance), relevant teaching/delivery points, starter/warm up and cool down/plenary activities. Learners must also suggest ways in which planned activities could be progressed, regressed or adapted in order to best meet the needs of all participants, justifying the suggestions they make.

For merit standard, learners will:

- plan a detailed and well-structured group circuit training session for a selected group. The plan will include all key areas necessary for an effective session including: sourcing and use of background information (participant numbers, ability, previous experience, available facilities, equipment), music selection that is appropriate to the session style, content and group, selected activities that meet the needs, wants and motivators of participants, appropriate session structure (pace and flow, aerobic curve, muscle balance), relevant teaching/delivery points, starter/warm up and cool down/plenary activities.

For pass standard, learners will:

- produce a simple but effective plan for a group circuit training session for a selected group. The plan will include all key areas necessary for an effective session including sourcing and use of background information (participant numbers, ability, previous experience, available facilities, equipment), music selection, choice of activities, starter/warm up and cool down/plenary activities. The plan will show that some appropriate timings are in place for each part of the session, the layout for the circuit will need to be included, and exercises for each station will need to be planned. Health and safety considerations and teaching points for each exercise, where appropriate, must be included in the plan.

Learning aim B:**For distinction standard,** learners will:

- take appropriate steps prior to the delivery of a group circuit training class to ensure participants are prepared and ready to take part, and that the session will be appropriate to their needs and wants. This include verbal consultation, health and fitness screening, question and answer. Learners then instruct one group circuit training session: ensuring appropriate pace and flow between activities, using music effectively, optimising the safety of all participants and undertaking dynamic risk assessment to maintain safety levels, motivating and encouraging in a range of ways to best suit the needs of participants and ensuring clear and accurate communication so that participants understand each station/what they must do.
- be confident in their delivery style that is suitable for the participants' age, needs and previous experience. They facilitate a session that is fun and engaging, with learners having the confidence to adapt the activities and/or their delivery style to best suit the needs of the session.

For merit standard, learners will:

- take appropriate steps prior to the delivery of a group circuit training class to ensure participants are prepared and ready to take part, and that the session will be appropriate to their needs and wants. This may include verbal consultation, health and fitness screening, question and answer. Learners instruct one group circuit training session: following their plan, optimising the safety of all participants, motivating and encouraging and ensuring clear and accurate communication so that participants understand each station/what they must do. Delivery style should be suitable for the participants' age, needs and previous experience and should facilitate a session that is fun and engaging, with learners having the confidence to adapt the activities and/or their delivery style to best suit the needs of the session.

For pass standard, learners will:

- lead a safe and somewhat effective group-based circuit training exercise session. They prepare the area, safely setting up some of the appropriate equipment for the circuit training session, welcoming participants and advising them of the facility's emergency procedures and the health and safety requirements for the session. They carry out verbal pre-exercise screening for participants before introducing and explaining the circuit and its objectives and demonstrating each exercise effectively. Learners include a warm up, main component and cool down and demonstrate some appropriate teaching methods to observe and correct technique where appropriate. During the session they demonstrate that they are able to use some different communication skills to assist and motivate participants, they demonstrate and explain the exercises with safe and effective alignment, and then ensure participants perform exercises safely and effectively throughout the session. Where appropriate, learners demonstrate adapted or alternative exercises for participants when required.
- once the session is completed, they need to show that they can bring the session to an appropriate end. Learners may need prompting throughout the assessment.

Learning aim C:

For distinction standard, learners will:

- review the group circuit training session they led in relation to the stated aims and objectives of the session as well as client goals. Learners explain in detail any changes they made during the session in relation to client enjoyment and/or achievement (for example an exercise was too difficult or too easy) and any changes they would make to future sessions (in terms of content, session management, delivery style, in order to increase enjoyment and/or effectiveness. Learners suggest what future sessions might look like in order to support participant progress, this may include elements such as progressing to more challenging activities, focusing on weaker areas.

For merit standard, learners will:

- review the group circuit training session they led in relation to the stated aims and objectives of the session as well as client goals. Learners explain any changes they made during the session in relation to client enjoyment and/or achievement (for example an exercise was too difficult or too easy) and any changes they will make to future sessions (in terms of content, session management, delivery style) in order to increase enjoyment and/or effectiveness.

For pass standard, learners will:

- review the group circuit training session they led, outlining which aspects of the session they consider having gone well and which didn't go so well. This review should be produced in relation to the stated aims and objectives of the session as well as client goals.
- review their own performance in delivering a group circuit training session, suggesting some personal strengths, weaknesses and areas for future development.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Suggested scenario

The local council has decided that it is keen to introduce a new 'group circuit training' class in all of its gyms and has asked you to lead this project.

The council understands the basic premise of group circuit training and is convinced of the advantages of such classes, but has asked you to support the development of the new programme.

In order to do this, you must ensure your colleagues understand the need to plan and deliver sessions that meet the requirements of participants and work with them to develop appropriate ways for the gyms involved to gather the necessary background information.

You will teach them how to plan sessions that are relevant, interesting, fun and engaging.

You will demonstrate how sessions are delivered, with particular emphasis on the communication and adaptation skills that are necessary.

You will also help them to appreciate the need to review own and others' performance, suggesting ways that they might gather and analyse this information and how it can be used to support the ongoing development of the programme.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

Different group circuit training should be used for the plan, delivery and review.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners asked to research circuit training classes online, trying to find a class or element of a class that they think is a good example to show their peers. They are asked to find a 3- to 4-minute segment of their chosen online class to show the rest of the group and they must do a voice-over (live or pre-recorded) of the clip, explaining why they picked it and outlining the elements they see as examples of good practice. Learners should be encouraged to dig deep and find a clip that is a little different/less mainstream (hopefully one that no one else will show). Ideally the clips they share will show an interesting station or activity, a specific delivery style or innovative approach. Learners discuss the clips they have watched and consider how they might use anything they have seen and/or learnt as they move forward to plan and deliver their own session/s.

Suggested time: about 4 hours.

Activity: Taking part in different types of circuit training

Learners take part in different types of circuit training led by the tutor or other fitness professionals that regularly instruct each type of fitness training.

Types of class can include strength, cardio, HITT, metafit and sport specific. For sport specific, learners could go to a sports club such as rugby club and take part in a circuit training class that is designed for rugby players.

After each session learners work in small groups to discuss what type of fitness was being improved in the session, what parts of the session they enjoyed and any parts that they didn't enjoy. Whole-class discussion of the benefits of the type of circuit training in line with the unit content.

Suggested time: about 10 hours.

Activity: Wild cards

Learners given or select at random 'wild cards' that have on them some information that will be needed to plan an appropriate circuit training session. This information includes: number of participants, ability/previous experience, aims of the session, available equipment. Learners must use the information on their card/s to plan an appropriate circuit. Once planned on paper the tutor can throw in a 'wild card' that means learners must adapt their session to accommodate the change. Wild cards can include things such as: number of participants doubles, losing specific bits of equipment, changes to available area (e.g. another group need to use the sports hall too so you now only have half of it available to you), changes to environment (e.g. the session must now take place outside and it's a cold day). Learners must adapt their planned circuit to accommodate this 'wild card'

Suggested time: about 4 hours.

Activity: Health screening

Learners are introduced to the client consultation process. The tutor could lead a session focused on the different elements of the consultation, introducing learners to the different documents. Learners could then pair up and take it in turns to carry out a PAR-Q, a medical history questionnaire and a lifestyle questionnaire. The learner could be aware of the whole process, the different methods to carrying this out and the best way in which to complete this.

Suggested time: about 5 hours.

Activity: Client health assessments

Learners shown how to carry out the health assessments and fitness tests to include:

- blood pressure
- resting heart rate
- BMI
- waist circumference.

The tutor demonstrates and administers the tests to start with and then learners work in pairs over a number of lessons to learn how to administer and record the data from the test as well as interpret the results. Learners should then practise feeding back the data to their client in a manner that is sensitive and appropriate to develop customer service skills when feeding back sensitive information.

Suggested time: about 6 hours.

Activity: Planning considerations for circuit training sessions

Learners research the national guidelines for physical activity for the different age groups and feed back to the rest of the class.

Components of health-related fitness and skill-related fitness are taught and discussed with worksheets to confirm learning.

Learners are given case studies of different people of different ages and fitness goals. Learners have to provide an overview of how to programme physical fitness and health benefits for each person. They then have to discuss with a partner the benefits of each programme relating to the components of fitness trained and health benefits.

Suggested time: about 6 hours.

Activity: Training principles for circuit training

Tutor-led presentation and discussion on FITT principles and other principles of training listed in the specification. Learners then review training plans to see how the FITT principles are incorporated in a training programme.

For cardiovascular, resistance, flexibility and functional training, learners take part in the training methods using appropriate circuit training equipment and then review what the training method entailed and how it trained that component of fitness.

Learners devise training plans based on the principles of training and the training methods for different types of client provided as case studies by the tutor.

Learners work in pairs and work out a fitness training programme for each other. They can then discuss the programmes that they have created for each other, discussing their reasons for planning the programme in the way that they have. They could discuss and come up with possible alternative exercises that may be used if needed to keep the gym-based exercise programme effective and to ensure it would meet the client's goals.

Suggested time: about 15 hours.

Activity: Stations in a circuit training class

Learners are introduced to different types of station that can be used in a circuit training class including clear instructions and demonstrations on technique, and teaching points for:

- stations to target specific fitness components
- alternating muscle groups allowing rest intervals for recovery
- use of circuit cards as necessary
- demonstration of each station
- maximum number of participants at each station.

Learners work in pairs to devise a circuit, creating circuit card and demonstrate to each other the technique with teaching points. Their partner feeds back on the strengths and areas to improve to develop instructing skills.

Suggested time: about 12 hours.

Activity: Planning a group circuit class

Class structure and content.

Learners are introduced to a circuit training session plan to include:

- realistic timings and sequences
- warm up
- preparatory stretches/mobilisation
- aerobic curve - main session content
- core exercises
- resistance exercises
- cool down
- stretching.

Each part is discussed and examples of each part of the session are taken part in practically by learners so that they can experience each part of the class. Q and A after each practical with learners writing up their overview for what should be included and how to complete a session plan for each part of a circuit class.

Suggested time: 16 hours.

Activity: Health and safety for circuit training classes

Whole-class lesson on risk assessment and EAP process, and the first aid processes that have to be in place and understood at different facilities when instructing circuit training classes.

Learners complete a risk assessment for a circuit in their centre and whole-class review.

Suggested time: 4 hours.

Activity: Instructing group circuit training class

Learners work as part of a group to plan and deliver a circuit to the rest of the class. Each learner can be responsible for a set number of stations in the circuit and they will have to devise (in conjunction with their group) the activity at their allocated station/s as well as introduce and demonstrate it during delivery.

As learners gain in confidence and experience, they lead the whole group for one station ensuring they follow the relevant content in the unit specification for the station they are instructing.

Where possible, learners are recorded. They review their strengths and identify areas to improve on. Whole-class feedback after each station for constructive feedback.

Learners take part in small-group formative assessments to instruct a group circuit training class.

Suggested time: about 30 hours.

Activity: Reviewing group-based exercise programmes

The tutor discusses with learners how they felt their programmes worked, what they felt could have been better and what they felt were their biggest strengths and weaknesses.

The tutor develops learners' ability to evaluate effectively by delivering a classroom-based session focused on effective evaluation. They share good practice in effective evaluation and provide learners with visuals of what a good evaluation may look like.

Learners explore the difference between evaluating their own performances and the performances of their clients. They consider what different aspects should be taken into consideration when carrying out this process and how to evaluate themselves and their clients.

Learners attempt to review and evaluate both their own and the client's performance. They clearly differentiate between their own and their client's evaluations and show, through their work, what the differences are in providing clients with effective feedback.

Suggested time: about 8 hours.

Essential resources

For this unit, learners must have access to suitable exercise facilities and equipment, for example, a sports hall or studio gym with dumbbells, barbells, mats, resistance bands, benches and stopwatch. All practical assessment must be conducted in a real-world environment, this where possible should be in the workplace 'on the job' at work, or as close to as possible to replicate a working environment. If the learner could complete the practical aspect whilst on work experience/placement that would be ideal. The assessment should be conducted with 'real clients/participants' and not with peers. A real client/participant is a member of the club/facility or equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the learner
- be related to the learner, for example a spouse, partner, parent, step-parent, brother, sister
- be enrolled on the same qualification as the learner at the same time.

Links to other units

This unit has strong links to:

- Unit 1 Working in the Sport and Active Leisure Industry.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers – fitness professionals delivering guest lectures in relation to current and up-to-date fitness classes used in the sector
- work experience – learners would benefit from visiting local fitness providers to take part and observe a fitness class
- support from local business staff as mentors – working with local fitness professionals to gain feedback on understanding and delivery of current and up-to-date fitness classes.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements, but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 1
- at least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 7 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What level of sector knowledge is needed to teach these qualifications?

The following staffing and approval requirements, in line with CIMSPA guidelines, must apply for staff delivering, assessing and verifying *Unit 4: Working as a Group Circuit Instructor*.

Internal staffing and approvals requirements

Staffing requirements

All teachers, tutors, assessors and internal verifier/quality assurance staff must:

- possess a fitness instructing specific qualification or have current relevant membership with CIMSPA. Please see the table below.

BTEC unit	Staffing Requirements
Unit 3: Group Circuit Training	Level 2 Group Exercise qualification e.g. Exercise to Music, Aqua Aerobics, Circuits Instructor or current membership with CIMSPA as a Group Exercise Instructor
Unit 4: Working as a Group Circuit Instructor	Level 2 Group Exercise qualification e.g. Exercise to Music, Aqua Aerobics, Circuits Instructor or current membership with CIMSPA as a Group Exercise Instructor

- have relevant industry experience
- have knowledge of and a commitment to the *Exercise and Fitness Code of Ethical Practice*
- demonstrate active involvement in a process of industry relevant *Continued Professional Development* during the last two years
- be knowledgeable of the *Active Leisure, Learning and Wellbeing* framework of qualifications.

The teacher/tutor

Teachers/tutors delivering the following units listed will need to hold or be working towards a teaching qualification – examples of acceptable qualifications are shown.

BTEC unit	Teacher/tutor requirements
Unit 3: Group Circuit Training	<ul style="list-style-type: none"> • Certificate in Education/PGCE • Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS) • Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTTLS) • Relevant predecessor NQF tutor qualifications
Unit 4: Working as a Group Circuit Instructor	<ul style="list-style-type: none"> • Certificate in Education/PGCE • Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS) • Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS) • Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTTLS) • Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards the following:

BTEC unit	Teacher/tutor requirements
Unit 3: Group Circuit Training	<ul style="list-style-type: none"> • Certificate in Education with assessor related units specifically stated on certificate. • Level 3 Award in Assessing Vocationally Related Achievement (QCF) or • Level 3 Award in Assessing Competence in the Work Environment (QCF) or • Level 3 Certificate in Assessing Vocational Achievement (QCF), or A1 (previously D32, D33) • Relevant predecessor NQF assessor qualifications
Unit 4: Working as a Group Circuit Instructor	<ul style="list-style-type: none"> • Certificate in Education with assessor related units specifically stated on certificate. • Level 3 Award in Assessing Vocationally Related Achievement (QCF) or • Level 3 Award in Assessing Competence in the Work Environment (QCF) or • Level 3 Certificate in Assessing Vocational Achievement (QCF), or A1 (previously D32, D33) • Relevant predecessor NQF assessor qualifications

The internal verifier

The internal verifier must hold or be working towards the following:

BTEC unit	Internal verifier requirements
Unit 3: Group Circuit Training	Internal quality assurers must hold or be working towards any of the following: <ul style="list-style-type: none"> • Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or • Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) or • V1 (previously D34) • Relevant predecessor NQF internal quality assurance qualifications. It is also recommended that the IV holds an assessor qualification from the ones listed in the assessor section.
Unit 4: Working as a Group Circuit Instructor	Internal quality assurers must hold or be working towards any of the following: <ul style="list-style-type: none"> • Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or • Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF) or • V1 (previously D34) • Relevant predecessor NQF internal quality assurance qualifications. It is also recommended that the IV holds an assessor qualification from the ones listed in the assessor section.

In most cases the tutor will also be the assessor.

The IV cannot have been involved in the process of the delivery or assessment of learners for the unit that they are internally verifying.

Centres may employ external staff to deliver, assess and IV on this qualification if required.

How to apply for approval to run Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training)

Centres will be required to demonstrate evidence of teaching staff expertise as part of the approval process as well as appropriate facilities and resources for delivery and assessment of these qualifications.

If you're already an approved Pearson centre, or are a new centre who would like to offer this qualification, you can find out how to gain approval to offer vocational qualifications at [qualifications.pearson.com/en/support/support-topics/centre-administration/qualification-approval](https://www.pearson.com/en/support/support-topics/centre-administration/qualification-approval).

What resources are required to deliver these qualifications?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver BTEC Level 2 qualifications. For some units, specific resources are required. This is indicated in the units.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example strong communication and organisational skills, and a customer-focused approach in sport and physical activity, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a BTEC Level 2 qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* and *Section 8 Quality assurance* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities which are of high quality and that are directly relevant to their study. We will support you in this through our guidance materials and by giving you examples of best practice. See *Section 10 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, and examples of marked learner work.

To support you with planning your assessments, you will be allocated a standards verifier early in the planning stage. There will be extensive training programmes and support from our subject advisor team.

For further details see *Section 10 Resources and support*.

How will my learners become more employable through this qualification?

This qualification is mapped to the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Circuit Training Instructor standards

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training) is assessed using *internal assessments*, which are set and marked by tutors.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson *Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 7 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small, but it is still necessary to ensure that the assessment process is followed. Full information is given in the Pearson *Quality Assurance Handbook*.

The key roles are:

- the centre has responsibility for the planning, record keeping and standard setting for the qualification. The centre completes annual self-assessment for all programmes/group of programmes
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The centre should make sure that there is a plan for assessment of the internally assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the Pearson *Quality Assurance Handbook*.

The WBL supporting topic landing page holds a range of resources to support centres.

<https://qualifications.pearson.com/en/support/support-for-you/work-based-learning/about-wbl/support-topics/new-work-based-learning-quality-assurance-model.html>

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners can complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can

choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment, but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your assessment team's collective experience supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7 Administrative arrangements*.

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessments. You need to refer to our *Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Internal assessments need to be administered carefully to ensure that all learners are treated fairly and that results, and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by members of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment in the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, the centre can claim certification for the learner, provided that the quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes
- *Pearson Work Based Learning Centre Guide to Quality Assurance*: this guide provides centres with the information required to be prepared for quality assurance for all our Pearson Work-based Learning and Apprenticeship qualifications
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for claiming certificates
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive, and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Work Based Learning Centre Guide to Quality Assurance*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internally-assessed units

The table below shows the number of **points** available for internally-assessed units. For each internally-assessed unit, points are allocated depending on the grade awarded.

	60 GLH	120 GLH
U	0	0
Pass	16	32
Merit	24	48
Distinction	32	64

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internally-assessed unit grades are submitted, and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2020

Example 1: Achievement of a Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	32
2	60	Internal	Pass	16
3	60	Internal	Pass	16
4	120	Internal	Pass	32
	360		PP	96

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a MM grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Merit	48
2	60	Internal	Merit	24
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	360		MM	144

The learner has sufficient points for a MM grade.

Example 3: Achievement of a Diploma with a MP grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Pass	24
2	60	Internal	Pass	16
3	60	Internal	Merit	24
4	120	Internal	Merit	48
	360		MM	112

The learner has sufficient points for a MP grade.

Example 4: Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	120	Internal	Distinction	64
2	60	Internal	Distinction	32
3	60	Internal	Distinction	32
4	120	Internal	Distinction	64
	360		DD	192

The learner has sufficient points for a DD grade.

Example 5: Achievement of a Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	120	Internal	M	48
2	60	Internal	U	0
3	60	Internal	P	16
4	120	Internal	M	48
	360		U	112

The learner has a U in Unit 2.

The learner has sufficient points for an MP but has not met the requirement for a Pass, or above, in all units.

10 Resources and support

Our aim is to give you support to enable you to deliver the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant) with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guides and Assessment Activities

These two sections within the unit specification provide structure and idea generation for planning learning and assessment.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Training

Prerecorded, live and centre based training is located on the qualification website through the Training from Pearson <https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>

Support for teaching and learning

Details of Pearson's own resources and of all endorsed resources are on our website.

Supplementary Teaching and Learning Support Document

This document is a companion to the unit specification to support educators for teaching, learning and assessment.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We will provide an example assignment brief for Unit 1. This is further supported by sport contextualised assignment support document.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training). They include the following:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) and Business Development Manager (BDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Circuit Training).

These sector-specific events, developed and delivered by specialists, are available both face to face and online.



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Diploma

Sports Industry Skills (Instructing Circuit Training)

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- Get your questions answered by our subject experts.

All this and more at: quals.pearson.com/BTECL2circtraining

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For more information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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