

BTEC Sports Industry Skills (Level 2): supplementary teaching and learning support

Introduction

This supplementary teaching and learning document is a companion to your BTEC Sport Industry Skills (Level 2) Specifications and Example Assignment Briefs. With reference to teaching and learning it is designed to supplement the specification, which includes unit introduction and summary, key teaching areas (sector skills, knowledge, and transferable skills/behaviours), teaching content, criteria, essential information for assessment covering each learning aim, suggested scenarios for assessment, delivery guidance supporting planning for teaching, learning and assessment.

The Four Pathways

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

Pearson BTEC Level 2 Diploma in Sports Industry Skills (Instructing Exercise in a Gym Environment)				
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	Preparing Clients for a Gym-based Exercise Programme	60	Mandatory	Internal
4	Working as a Gym Instructor	120	Mandatory	Internal Synoptic

Pearson BTEC Level 2 Diploma in Sports Industry Skills (Leading on Children's Sports Activities)				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Sport and Active Leisure Industry	120	Mandatory	Internal
2	Physical and Sports Education in School and Community settings	60	Mandatory	Internal
3	Sports Leadership	60	Mandatory	Internal
4	Working as a Sports Leader	120	Mandatory	Internal Synoptic

Pearson BTEC Level 2 Diploma in Sports Industry Skills (Sport and Active Leisure Recreation Assistant)				
Unit number	Unit title	GLH	Type	How assessed
1	Working in the Sport and Active Leisure Industry	120	Mandatory	Internal
2	Role and Responsibilities of a Recreation Assistant	60	Mandatory	Internal
3	Recreation Assistant Customer Service Skills	60	Mandatory	Internal
4	Working as a Recreation Assistant	120	Mandatory	Internal Synoptic

Shared units

Unit 1: Working in the Sport and Active Leisure Industry

Qualification(s) this unit applies to

[BTEC Level 2 Sports Industry Skills \(Instructing Circuit Training\)](#)

[BTEC Level 2 Sports Industry Skills \(Instructing Exercise in a Gym Environment\)](#)

[BTEC Level 2 Sports Industry Skills \(Leading Children's Sports Activities\)](#)

[BTEC Level 2 Sports Industry Skills \(Recreation Assistant\)](#)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand the wider sport and physical activity landscape in order to support participation.	• Sport development • Leisure management • Sport and exercise science
In what working situations would you use it?	When deciding the role you might play in enabling participation. When working in a wide range of sport and physical activity roles.	• Exercise and fitness instructor • Sports coaching • Volunteering in the community

Key terms and concepts

This section aims to expand on key terms and concepts which are contained within the qualification specification, to support the teaching and learning of the qualification content.

Sport and physical activity

Although these terms are normally grouped together, they are not interchangeable and they don't mean the same thing. Physical activity is used as an overarching term for any physical movement, including informal activities such as walking to school and bouncing on a trampoline in the garden, although it can also take place in a more organised way (e.g. a rambling group, recreational cycling, holiday playscheme etc.) Sport normally has more formal connotations, involving rules and (often, but not always) a desire to improve skills and/or fitness. Recommendations for the maintenance of a healthy lifestyle will reference physical activity (sometimes referred to as moderate or vigorous to give additional guidance) rather than sport or exercise in an effort to confirm that all movement is beneficial, and that a 'healthy lifestyle' does not need to include participation in 'sport'.

Sport and active leisure industry

The sport and active leisure industry encompasses three main elements: sport and recreation, health and fitness and the outdoors. Breaking the larger sector down into these more specific areas allows the industry to identify the different types of interest, experience and qualifications needed to work within the different environments.

Formally (see [skillsactive.com](https://www.skillsactive.com)) the sector also includes playwork and caravanning, but for the purposes of this qualification these two areas are not so relevant, so can be omitted.

Sport, physical activity and/or health initiatives

In this context, the word 'initiative' refers to a project or plan to improve a current situation. There are numerous sports, physical activity and/or health initiatives, that all aim to support people to be more active and/or make better choices to improve their health and well-being. Some of these are national initiatives, devised and publicised by the Government e.g., Change4life, while others may be developed and managed on a much smaller scale, for a specific group, geographical area, or targeted aim.

CPD

CPD stands for Continued Professional Development and refers to the process of taking positive action to enhance and develop professional understanding, skills, and abilities. CPD can take many different forms: qualifications, workshops, conferences, e-learning programmes, reading professional literature, watching more experienced colleagues etc.

Sport and active leisure agencies

These are bodies that have responsibility for specific elements that impact the delivery of or participation in sport and physical activity. They include organisations such as: National Governing Bodies of Sport (NGB's), who each have responsibility for their sport, from grass roots to elite levels; groups focussed on safety, such as the Health and Safety Executive (HSE); National, Government funded organisations such as Sport England and regional or local bodies such as Active Partnerships.

Safeguarding

In the context of sport and physical activity, safeguarding refers to the measures put in place to ensure the safety and welfare of those who work and participate in the sector, to ensure adults and children have a safe place to play sport or take part in physical activity. This will include a range of different elements, from practical steps such as ensuring activity spaces and equipment are safe to use, to ensuring session delivery is appropriate for those taking part, to awareness raising regarding policies and processes. Some groups, such as children, young people and vulnerable adults may need additional or specific safeguarding practices, depending on the situation.

Industry Resource Links

Industry Resource Links is a section created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of the qualifications:

Social Media

@cimspa

@PearsonPESport

@Sport_England

@_UKCoaching

@bbcsport

@guardian_sport

@sport_wales

Journals/Textbooks

Auld C, Cuskelly G and Hoyer R, *Working with Volunteers in Sport*, Routledge, 2006 ISBN 9780415384537

www.leisureopportunities.co.uk – E-magazine including articles and jobs in the leisure industry

<https://www.womeninsport.org/wp-content/uploads/2017/10/From-Barriers-to-Benefits-FINAL-REPORT.pdf> - Paper on the barriers and benefits of women and girls' sports participation

https://issuu.com/careersinsport/docs/get_into_sport_issue_2020 - Get into Sport online magazine

Podcasts/Websites

www.cimspa.co.uk – The Chartered Institute for the Management of Sport and Physical Activity

www.careers-in-sport.co.uk – Careers in sport

<https://nationalcareers.service.gov.uk/job-categories/sports-and-leisure> - Job profiles for a wide range of jobs in sport and active leisure

<https://sportingopportunities.com/careers-in-sport-and-the-leisure-industry/> - Support for those considering a career in sport and active leisure, including links to other websites and job opportunities in a range of different countries

<https://www.prospects.ac.uk/> - Advice and guidance for those considering higher education as a route into sport and active leisure roles

<https://www.uksport.gov.uk/> - For news, articles and resources surrounding high-performance sport in the UK

<https://www.outdoor-learning.org/> - News, jobs, research, initiatives, and professional development for those working in outdoor leisure roles

<https://www.sportanddev.org/en/learn-more/health/sport-and-public-health-campaigns-0> - Working globally to improve life chances through sport development

<https://www.sportengland.org/> - How sport is organised, promoted, and managed in England, including resources to support safeguarding, national target group initiatives and much more

www.parentsinsport.co.uk/2021/06/13/parents-in-sport-podcast-a-conversation-with-steve-sallis/ - Wide range of resources for parents and coaches, including a series of podcasts on a variety of different sport and active leisure based topics

<https://cpduk.co.uk/industries/sport> - CPD explained, plus a range of sports based CPD courses on offer

<https://thecpsu.org.uk/> - News, resources, webinars, and articles related to child protection in sport

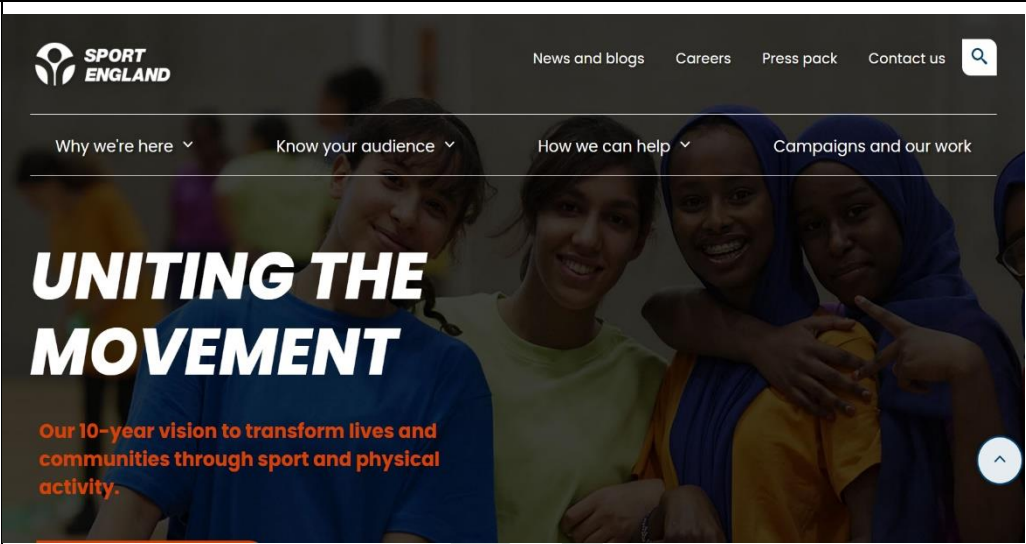
<https://www.sportindustry.biz/> - essential bitesize news website for industry professionals

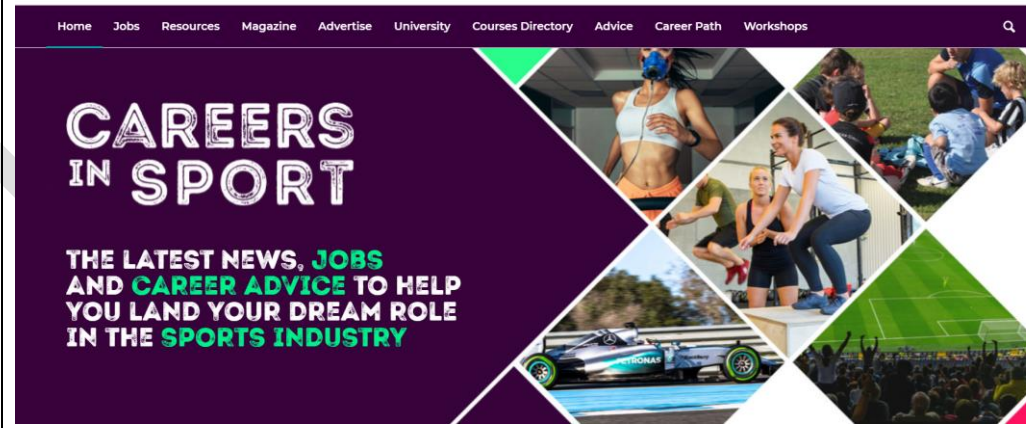
The links below aim to show a selection of industries/employers that are specific examples for a given topic area: enabling your learners to gain industry knowledge that is contemporary and real-world, and supporting you in bringing the topic to life.

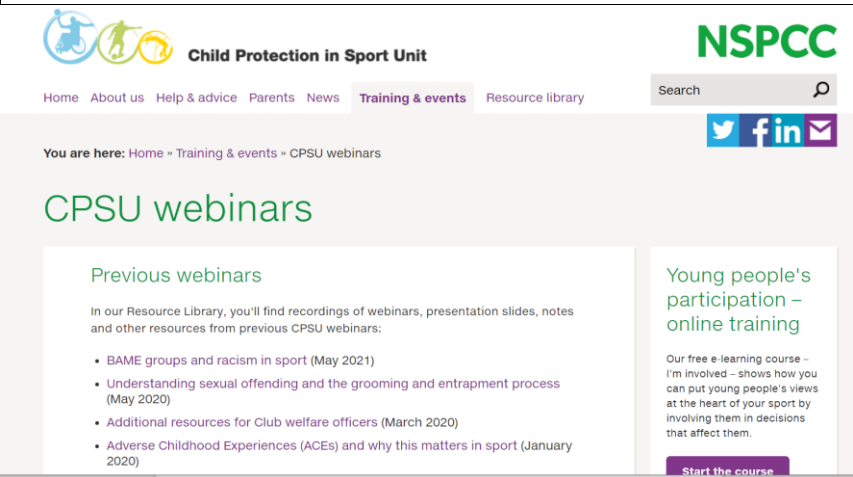
We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Sport England	
Description	This website includes a wealth of information and resources, including national health and fitness campaigns, safeguarding information and resources, NGB's and an NGB knowledge hub, information for volunteers and much more.
Supports	Learning aims A, B and D
Format	Website

Screenshot	
Link	https://www.sportengland.org/

Sporting Opportunities	
Description	This website includes careers events, workshops, and presentations, as well as advertising job roles and providing resources and advice regarding working in the sport and active leisure sector.
Supports	Learning aim B
Format	Website
Screenshot	
Link	https://careers-in-sport.co.uk/

Child Protection in Sport Unit	
Description	This website is dedicated to child protection in sport and includes various webinars, advice, support, news, and resources to support this who work with young people in sport and active leisure.
Supports	Learning aim D
Format	Website
Screenshot	
Link	https://thecpsu.org.uk/

Unit 2: Exercise Instructor Knowledge and Skills

Qualification(s) this unit applies to

[BTEC Level 2 Sports Industry Skills \(Instructing Circuit Training\)](#)

[BTEC Level 2 Sports Industry Skills \(Instructing Exercise in a Gym Environment\)](#)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To support people who wish to exercise; understanding the body systems and their response to exercise, and how to service customer needs in a safe and appropriate way.	• Fitness e.g., gym instructor, group exercise instructor, personal trainer • Coaching • Volunteering • Sport and exercise science e.g., sport psychology, sports therapy etc.
In what working situations would you use it?	When working in a customer facing role within a sport and fitness facility or organisation. When working in an environment, where an understanding of the body systems and their response to exercise would be an advantage.	

Key terms and concepts

This section aims to expand on key terms and concepts which are contained with the qualification specification, to support the teaching and learning of the qualification content.

Demographics

The term 'demographics' refers to statistical data about the characteristics of a given population. This might include factors such as their ages, sex, income, ethnic origins, spoken language/s etc. Being aware of the demographics that make up given group/s or geographical area/s can be useful, as it allows decisions to consider these aspects, ensuring that services best suit the wants and needs which are often determined by or linked to these factors.

Customer service

Refers to a series of activities, all designed to offer the customer the best possible experience of a product or service, to meet or exceed their expectations. Successful customer service can enhance reputation and customer loyalty, whilst poor customer service can do the opposite. Customer service can include face to face interaction, as well as phone, email, social media etc.

Social inclusion

Is defined as the process of improving the terms of participation for those members of society who are often disadvantaged or who do not enjoy the same standard of living as 'normal'. This can be through enhanced opportunities, greater access to resources, listening to and catering for their specific wants and needs, respecting differences and other strategies that ensure these individuals/groups feel valued and their rights respected.

Operating procedures

These are the documented processes that an organisation has in place to ensure that services are delivered effectively and consistently every time by everybody. Operating procedures are often written as a step-by-step series of instructions that employees can follow to accomplish a given task, ensuring company and industry standards are met.

Risk management

Is the process of identifying potential risks, analysing them, and taking steps to manage or mitigate them. Within a fitness environment risks may be posed by the environment (e.g., slip or trip hazards), equipment (e.g., working order, unsafe practice), customer behaviour (e.g., poor form, contraindications), instructor behaviour (inappropriate planning or supervision) or business and/or reputational factors such as mishandling client data, financial etc.

Risk stratification

Refers to the process undertaken by a fitness facility or professional, before, during and after a client undertakes any type of formal activity, to ensure any risks are identified and mitigated. There are recognised processes (often known as risk stratification models) which outline a process that can be followed, or an individual/organisation can create their own. Often written as a flow chart, series of questions to answer or steps to follow, risk stratification models will provide a coherent approach that helps fitness professionals to ensure their clients' safety at all times.

Industry Resource Links

Industry Resource Links is a section created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of the qualifications:

Social Media

@AnatomyOfFit

@OnlineAandP

@FitnessMagazine

@uk_fitpros
@Fiton_app
@LesMills
@onepeloton
@thebodycoach

Textbooks/Journals

<https://journals.lww.com/acsm-healthfitness/pages/default.aspx> - ACSM Health and Fitness journal (paid for subscription, but the website includes lots of free content too)

Current A, Science of Strength Training: Understand the Anatomy and Physiology to Transform Your Body, DK, 2021, 9780241389454

Podcasts/Websites

<https://www.ptdirect.com/training-design/anatomy-and-physiology> - A range of anatomy and physiology based information and articles for fitness instructors

<https://www.academyoffitnessprofessionals.com/personal-trainer-factsheets/> - factsheets linked to personal training

<https://www.getbodysmart.com/> - annotated diagrams of the main body systems

<https://www.fit4training.com/single-post/2017/04/11/anatomy-physiology-revision-online-resources-fit4training> - a list of useful anatomy and physiology websites and resources to support fitness professionals

<https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/2> - overview of the impact of demographics on physical activity participation

<https://www.clubindustry.com/step-by-step/ten-commandments-exceptional-customer-service-fitness-industry> - key features of excellent customer service in a fitness environment

<https://www.gymmaster.com/customer-service-importance/> - how to provide great customer service in the gym

<https://cpdonline.co.uk/knowledge-base/health-and-safety/health-and-safety-guidance-for-gym-staff/> - Health and safety guidance for gym staff

<https://www.healthline.com/health/coronary-artery-disease/risk-factors> - Risk factors for Coronary Artery Disease

<https://www.cntw.nhs.uk/content/uploads/2017/12/HS-PGN-14-App9-Irwin-Morgan-RiskStratTool-V02-Iss-2-Oct-19.pdf> - Irwin and Morgan risk stratification table

<https://www.acsm.org/blog-detail/acsm-certified-blog/2019/11/11/acsm-risk-stratification-chart-download> - Downloadable chart that shows a risk stratification process to follow

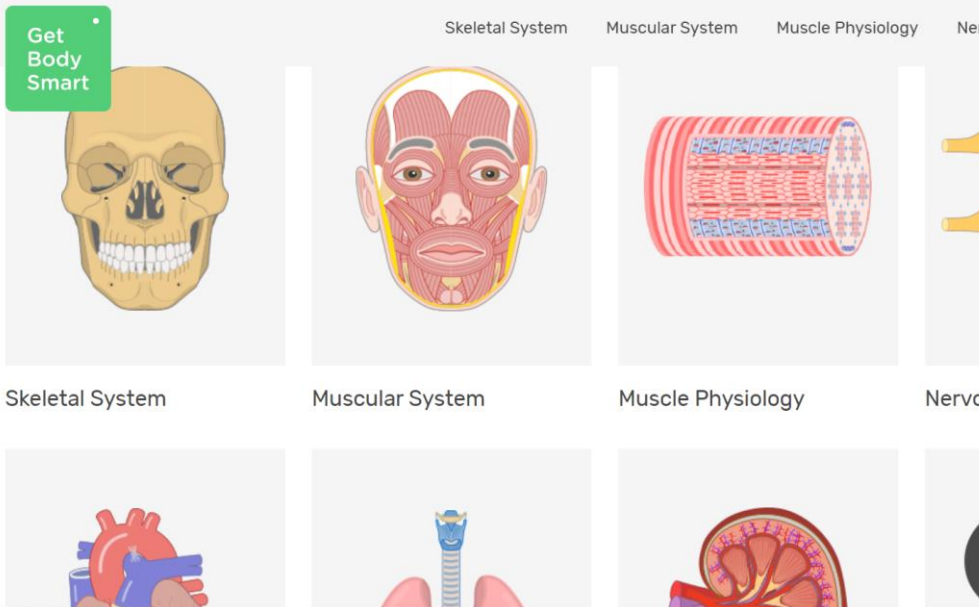
<https://fitlegally.com/10-ethical-guidelines-fitness-professionals/> - Ethical guidelines for fitness professionals

The links below aim to show a selection of industries/employers that are specific examples for a given topic area: enabling your learners to gain industry knowledge that is contemporary and real-world, and supporting you in bringing the topic to life.

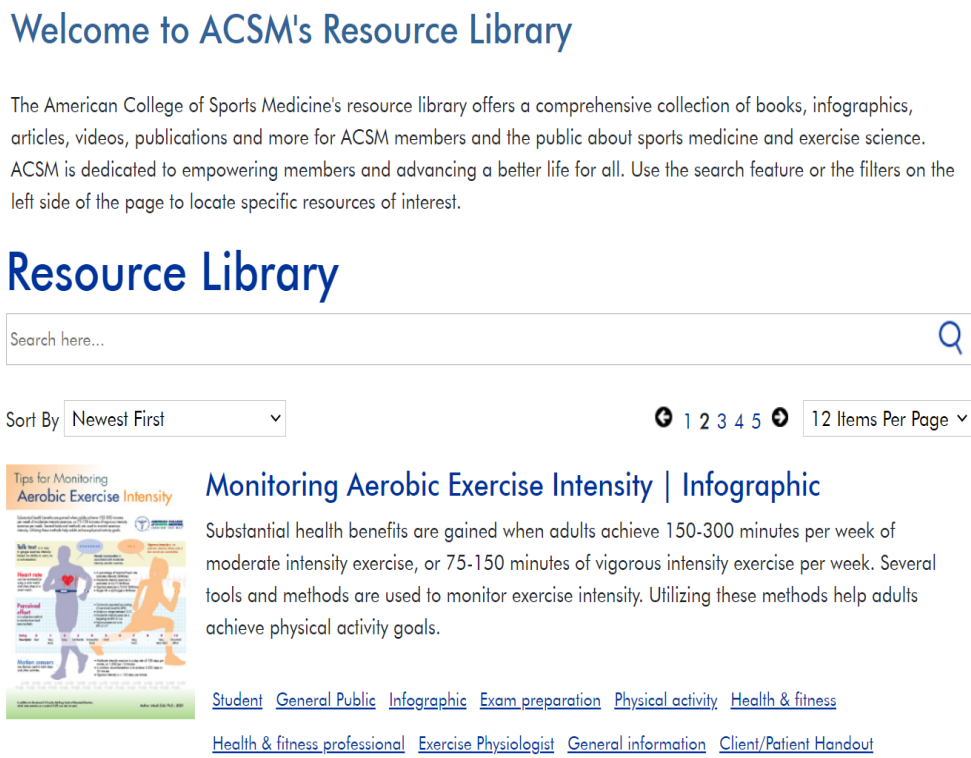
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Get Body Smart	
Description	An interactive website that uses annotated diagrams to help teach anatomy and physiology for the main body systems.
Supports	Learning Aim A
Format	Website

Screenshot	 The screenshot shows the 'Get Body Smart' website. At the top, there are navigation tabs for 'Skeletal System', 'Muscular System', 'Muscle Physiology', and 'Nervous System'. Below these are six large, colorful anatomical illustrations: a human skull (Skeletal System), a human face showing muscles (Muscular System), a cross-section of a muscle fiber (Muscle Physiology), a heart (Circulatory System), a human torso showing internal organs (Digestive System), and a cross-section of a joint (Joint System). Each illustration is labeled with its respective system name below it.
Link	https://www.getbodysmart.com/

CPD Online College – knowledge base	
Description	Along with various useful resources, this website includes some comprehensive advice for keeping customers and colleagues safe in a gym environment.
Supports	Learning aim B
Format	Website
Screenshot	 The screenshot shows the 'CPD Online College Knowledge base' website. The header is dark blue with the logo and text 'CPD Online College Knowledge base'. Below the header is a navigation bar with tabs for 'Business', 'Food Hygiene', 'Health and Safety', 'Safeguarding', 'Care', and 'Mental Health'. The 'Health and Safety' tab is selected. The main content area is white and features the title 'Health and Safety Guidance for Gym Staff' in a large, bold, blue font. Below the title is the date '23rd October 2020 by Joanne Rushton'. At the bottom of the screenshot is a photograph of gym equipment, specifically a rowing machine.
Link	https://cpdonline.co.uk/knowledge-base/health-and-safety/health-and-safety-guidance-for-gym-staff/

ACSM – resource library	
Description	A wealth of information in the form of articles, infographics, publications, videos and more, on a wide range of topics linked to health, fitness, sports science, and sports medicine.
Supports	Learning aims A and C
Format	Website
Screenshot	 Welcome to ACSM's Resource Library The American College of Sports Medicine's resource library offers a comprehensive collection of books, infographics, articles, videos, publications and more for ACSM members and the public about sports medicine and exercise science. ACSM is dedicated to empowering members and advancing a better life for all. Use the search feature or the filters on the left side of the page to locate specific resources of interest. Resource Library Search here... Sort By Newest First 1 2 3 4 5 12 Items Per Page Tips for Monitoring Aerobic Exercise Intensity Monitoring Aerobic Exercise Intensity Infographic Substantial health benefits are gained when adults achieve 150-300 minutes per week of moderate intensity exercise, or 75-150 minutes of vigorous intensity exercise per week. Several tools and methods are used to monitor exercise intensity. Utilizing these methods help adults achieve physical activity goals. Student General Public Infographic Exam preparation Physical activity Health & fitness Health & fitness professional Exercise Physiologist General information Client/Patient Handout
Link	https://www.acsm.org/read-research/resource-library

Unit 3: Group Circuit Training

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Instructing Circuit Training)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand different group exercise classes, with a focus on circuit training, being aware of the various types, structures and formats of circuit sessions and appreciating the role they can play in improving and maintaining physical fitness.	• Fitness e.g., gym instructor, group exercise instructor, personal trainer • Coaching and volunteering e.g., sport specific circuit sessions • Exercise referral and exercise on prescription type programmes e.g., tailored to the health and fitness needs of clients
In what working situations would you use it?	When working in a gym or fitness environment, as a gym or group exercise instructor. To support clients and customers who wish to include group circuit classes in their fitness and training programmes.	

Key terms and concepts

Interval training

Interval training alternates short, high intensity bursts of exercise with rest periods. This work/rest cycle is repeated several times, sometimes using the same exercise (e.g., sprinting) or sometimes using a range of different exercises (e.g., tuck jumps, mountain climbers, burpees). Because the periods of exercise are intense, they are only short – often around 30 seconds – with either rest or gentle recovery exercise (e.g., walking) in between. A range of exercise classes/types (that are all very similar to each other) sit under the umbrella term of ‘interval training’, including: metafit, tabata, HIIT, LIIT, GRIT etc.

Body conditioning

Body conditioning is a whole body workout that uses a range of exercises to target all elements of physical fitness in order to strengthen, shape, and tone. They may combine exercises, such as those for flexibility, strength, and

resistance and normally includes high energy, high impact exercises as well as those more focussed on muscular strength and endurance.

Circuit training

Is a class that typically includes between 6 and 12 different 'stations', at each of which a different exercise is performed. There is a short rest period between stations and a longer rest period before the circuit is repeated. An advantage of circuit training is its variety and flexibility; circuits can be designed to cater for any ability, experience, needs and wants. Circuits can take place in almost any environment, with none, fixed, powered, small equipment or sports specific equipment used.

Stations set up

The different exercises that make up a circuit are known as stations. Each station will focus on a different exercise or activity. When planning a circuit, thought must be given to the way in which the stations are set up – including the stations to use, and how to arrange them to ensure safe use of the space available and in relation to each other. Stations are normally arranged so that participant interest is maintained, so different muscle groups are targeted at each one and/or so there is a balanced approach that enables all focus areas to be covered without overloading or fatiguing one specific area of the body.

Circuit card

Circuit cards can be used for a variety of reasons: they help remind participants what to do at each station, enable scores to be recorded, highlight good exercise technique, suggest progressions, regressions, and adaptations, and can support the instructor in their delivery of the session. The need for and format of circuit cards may change depending on the experience, ability and needs of the participants and instructor.

Modelling

Modelling simply refers to the instructor or another participant demonstrating the exercise or activity to be performed. Many people learn best by seeing the exercise as well as hearing about it, so supporting a verbal description with a visual model will better ensure all participants understand what is required. Modelling also allows common mistakes or misconceptions to be highlighted, with suggestions and visual cues as to how to avoid or correct them, increasing safety and effectiveness.

Mirroring

Like modelling, mirroring refers to demonstrating the exercise or action to be carried out, however, as the word suggests, the action is done by the instructor as a mirror of the participants. Often used in classes where the instructor is at the front, facing participants (e.g., group exercise to music), movements must be made as a mirror image for the group to follow. For example, when the group need to move to the right, the instructor will go to the left, so that everyone moves the 'same way' or if the group need to move forwards, the instructor will move backwards so that they are again going the 'same way' as their participants.

Industry Resource Links

Industry Resource Links is a section created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of the qualifications:

Social Media

Twitter

@EMDForLife

@_ukactive

@stevekamb

@BarrysBootcamp

@CrossFit

@senada.greca

@thebodycoach

Textbooks/Journals

https://www.worldofbooks.com/en-gb/books/debbie-lawrence/advanced-circuit-training/9781472980410?gclid=CjwKCAjwieuGBhAsEiwA1Ly_nTjyQdglT7MFP4INHx0S6j5OztnXGZ-0PyGJHZaPyq5eu0ThSTqB5BoCE2gQAvD_BwE – Complete guide to planning and instructing circuit training sessions

https://journals.lww.com/acsm-healthfitness/fulltext/2013/05000/high_intensity_circuit_training_using_body_weight.5.aspx - Free article from the ACSM Journal

Podcasts/Websites

<https://emduk.org/resources/whats-available/> - The National Governing Body for group exercise, includes an A-Z of group exercise classes

<https://www.spookynooksports.com/blog/manheim/how-to-choose-the-best-group-exercise> - Varied information and group exercising, the benefits and different types of class

<https://www.everyoneactive.com/content-hub/fitness/circuit-training/> - Circuit training – what is it and why do it?

<https://stretchcoach.com/articles/circuit-training/> - Circuit training explained, including some example circuits

<https://www.nerdfitness.com/blog/circuit-training-build-some-muscles-burn-some-fat/> - 15 different circuit ideas, all delivered as YouTube videos

<https://www.sport-fitness-advisor.com/circuit-training-exercises.html> - Wide range of circuit training ideas for different aspects of fitness as well as training for different sports

<https://www.twinkl.co.uk/> - Searching for circuit training will bring up a wide range of resources, suitable for different ages and abilities, many of which are available with their free subscription

<https://www.bootcampideas.com/how-to-make-circuits-more-interesting/> - Lots of ideas for interesting and innovative circuits

<https://emduk.org/class-music-need-to-knows-for-fitness-instructors/> - An overview of using music in group exercise classes

<https://pplprs.co.uk/what-is-themusiclicence/> - Website of the industry body responsible for issuing music licenses

<https://www.academyoffitnessprofessionals.com/how-to-develop-effective-client-relationships/> - Tips on how to form effective working relationships with clients

<https://www.youtube.com/c/JuiceToya> - Wide range of workouts to follow along with

<https://www.bbc.co.uk/programmes/p09by3yy/episodes/downloads> - Podcasts focussing on health and fitness, presented by Dr Michael Mosley

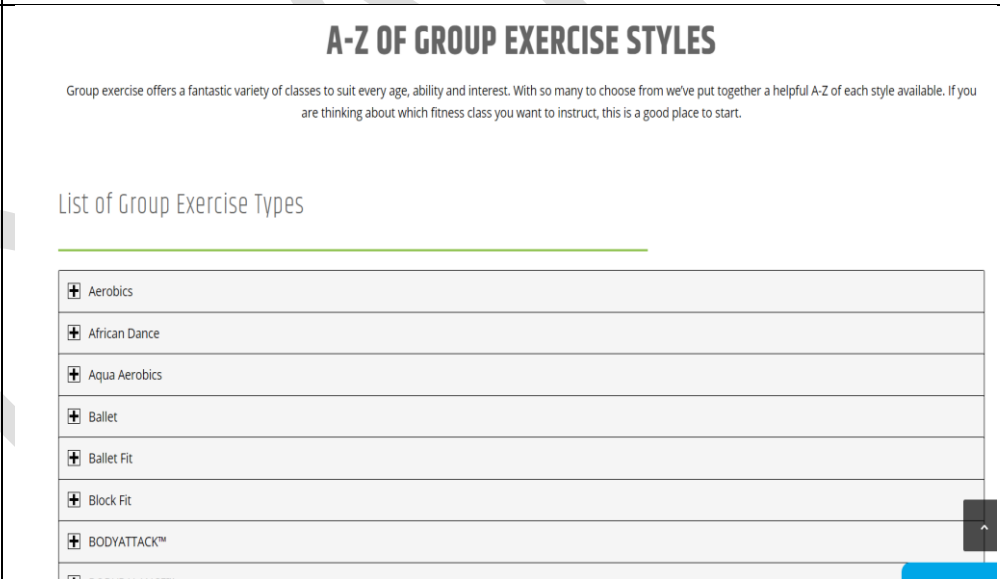
<https://www.lesmills.com/> - Online workouts

<https://fitonapp.com/> - Online workouts

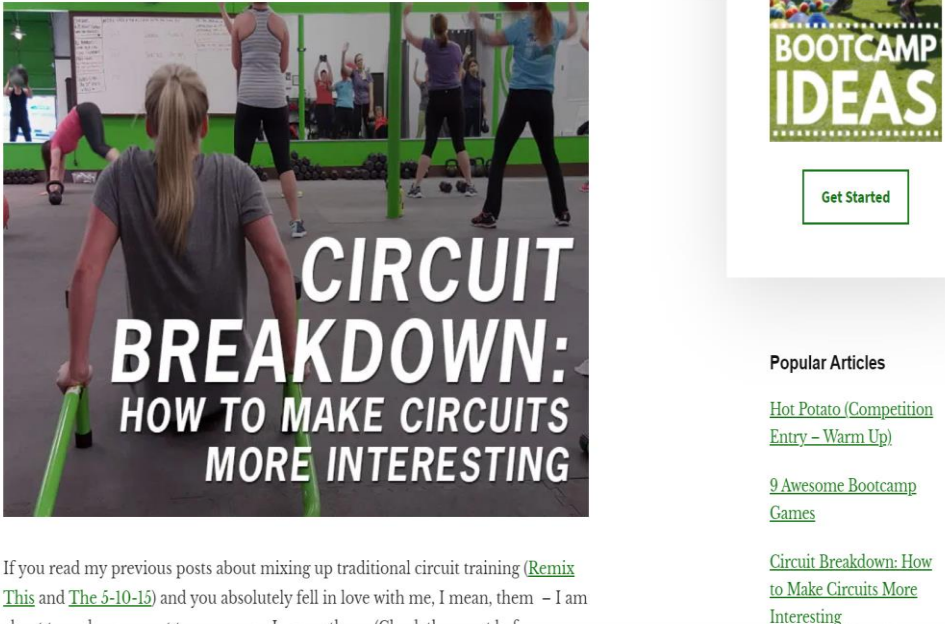
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A – Z of group exercise styles	
Description	This list includes a brief description of almost 70 different types of group exercise class, from Boogie Bounce to Lishi, Piloxing to Tap Dance.
Supports	Learning aim A
Format	Website
Screenshot	 The screenshot shows a webpage titled "A-Z OF GROUP EXERCISE STYLES". Below the title, there is a paragraph: "Group exercise offers a fantastic variety of classes to suit every age, ability and interest. With so many to choose from we've put together a helpful A-Z of each style available. If you are thinking about which fitness class you want to instruct, this is a good place to start." Below this is a section titled "List of Group Exercise Types" which contains a scrollable list of exercise styles. Visible items include: Aerobics, African Dance, Aqua Aerobics, Ballet, Ballet Fit, Block Fit, and BODYATTACK™. A scrollbar is visible on the right side of the list.
Link	https://emduk.org/resources/whats-available/

How to make circuits more interesting	
Description	This website has a wide range of articles and ideas to help you design and deliver interesting and innovative circuit based sessions.

Supports	Learning aim B
Format	Website
Screenshot	
Link	https://www.bootcampideas.com/how-to-make-circuits-more-interesting/

How to develop effective client relationships	
Description	Simple yet effective tips to build positive working relationships in a group exercise environment
Supports	Learning aim C
Format	Website

Screenshot	1 – It Begins With First Impressions It's commonly said that you've less than 3 seconds to make a great first impression so time really does count here! • Smile, shake hands, make eye contact and greet using the name of your client. • Pay attention to your professional appearance and conduct. Look smart, maintain tidy hair, have clean clothes and behave and speak in a way that reflects your position. • Ask open questions that build a connection. • Stand or sit confidently. • Turn friendship on quickly by treating your client how you'd like to be treated, always with an optimistic outlook. • Be punctual for booked appointments and avoid interruptions. In brief, ask yourself 'Have I made a connection with my client?' 2 – Be a Positive Role Model To get off to the best possible start with your client it's vital you present yourself positively. After all, your job as a Fitness Instructor or Personal Trainer is about more than simply prescribing exercise. Your client will look upon you as a role model, a leader and a source of knowledge and expertise to help them accomplish their goals.
Link	<a data-bbox="411 1012 1273 1086" href="https://www.academyoffitnessprofessionals.com/how-to-develop-effective-client-relationships/">https://www.academyoffitnessprofessionals.com/how-to-develop-effective-client-relationships/

Unit 4: Working as a Group Circuit Instructor

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Instructing Circuit Training)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To develop the skills necessary to plan, instruct and reflect on your own group circuit classes successfully, ensuring they meet the needs and wants of all participants.	• Fitness e.g., gym instructor, group exercise instructor, personal trainer • Coaching and volunteering e.g., sport specific circuit sessions
In what working situations would you use it?	When working in a role such as a gym instructor, personal trainer, or group fitness instructor, working with groups of people wishing to undertake circuit training classes as part of their health and fitness programme.	• Exercise referral and exercise on prescription type programmes e.g., tailored to the health and fitness needs of clients

Key terms and concepts

Planning considerations

Before beginning to plan any session, there is certain information that must be known in order that the plan can be appropriate and effective. These pieces of information are known as 'planning considerations' as they must be taken into account in the planning of the session. This includes elements such as participant numbers, ages, ability levels, previous experience, needs and wants, as well as the session aims, facility, environment, working area, availability of equipment, music etc.

Muscle balance

Muscles work together, as a pair (agonist and antagonist) and with surrounding muscles (synergist) to create movement at a joint. Muscle balance refers to the maintenance of balance whilst these muscles are being used, so that the joint stays at the centre of the movement to protect from injury and ensure movement efficiency. Exercises that focus on one specific muscle or muscle group without giving time for rest or recovery, or exercises that are carried out with incorrect technique or alignment will be less effective and increase the risk of injury.

SMART goal setting

The acronym SMART is often used to support the setting of goals which are **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound. SMART can be followed to focus thinking and identify goals which are attainable within the parameters available. This is an example of the SMART acronym, alternatives are valid ensuring they are clearly explained and applied, where the setting of goals is supported.

Health screening

All exercise instructors must take reasonable steps to safeguard their participants. This means that, as well as ensuring the working area and equipment are safe and in good working order, they must also establish that those wishing to take part are not physically at risk from doing so. Health screening is the term given to the steps an instructor will take to discover if a participant has any underlying health conditions that could be triggered or exacerbated by physical activity. They may include formal checks such as taking blood pressure, medical history etc. and/or asking questions (has anyone got any injuries?) before the session starts, enabling them to defer, refer or adapt the planned activity to optimise participant safety.

Dynamic risk assessment

Whilst a 'traditional' risk assessment will take place prior to a session starting, a dynamic risk assessment is carried out throughout the session. It involves the instructor being aware of possible danger areas, noticing unsafe situations as they develop and taking steps, there and then, to remedy the situation. Whilst it's important to complete and record risk assessment before a session as per organisational policy, assessing risk dynamically during the session turns these paper-based projections and assumptions into real-time safety strategies.

National recommended guidelines for physical activity and health

The UK's Chief Medical Officers publish guidelines outlining the amount of physical activity different population groups should do each day to maintain health. They split the population into birth to 5yrs, 5 – 18yrs, adults over 19, disabled adults and pregnant and postnatal women. This information can be used by the public to help guide their physical activity and is also used by policy makers, health professionals and others working in the sports and active leisure industry.

Aerobic curve

The aerobic curve refers to the 'shape' of a participant's heart rate during an exercise session. Regardless of the type of session (the word 'aerobic' refers to the body's use of oxygen to create fuel, not to aerobics specifically) instructors will normally aim to gradually increase participants' work-rate through a warmup, to higher energy (and therefore high heart rate) activities until a 'peak' is reached. It is assumed that this peak, where the heart is working at between 70 and 80% of its maximum, is the optimum

time for aerobic fitness to be improved. After working at this peak for a period of time, the exercise intensity will begin to reduce until the cool down, which helps the heart rate to return to normal.

Absolute contraindications to exercise

This term refers to specific health conditions, with which a person should not undertake exercise. These include myocardial infarction or electrocardiography changes, complete heart block, acute congestive heart failure, unstable angina, and uncontrolled hypertension. An instructor should be made aware of any of these conditions using pre-exercise health screening and must refer the participant to a doctor or similar, relevant professional before any exercise is undertaken.

Industry Resource Links

Social Media

@stackmedia

@muscleforlife

@techno_gym

@thebodycoach

@onepeloton

Textbooks/Journals

https://www.enhertscg.nhs.uk/sites/default/files/pathways/Physical%20Activity%20-%20Referral%20&%20Signposting_0.pdf – Absolute contraindications to exercise

Podcasts/Websites

<https://www.verywellfit.com/what-is-the-aerobic-zone-3436575> - Aerobic zone heart rates and benefits

<https://www.exercise.com/learn/designing-group-fitness/> - tips for planning a group exercise class

<https://www.bootcampideas.com/the-simple-guide-to-planning-sessions-for-mixed-fitness-levels/> - how to plan for mixed fitness levels

<https://www.shape.com/fitness/workouts/how-build-perfect-circuit-workout> - How to build a circuit

<https://opt.net.au/optimum-life/difference-fitness-and-health/> - Difference between fitness and health

<https://www.gov.uk/government/publications/physical-activity-guidelines-infographics> - Physical activity guidelines infographics

<https://www.slideshare.net/TodaysFitnessTrainer/understanding-the-eleven-components-of-fitness> - components of fitness

<https://www.verywellfit.com/f-i-t-t-principle-what-you-need-for-great-workouts-1231593> - The FITT principle

<https://www.bbc.co.uk/bitesize/guides/ztntfrd/revision/1> - SPORT principles of training

<https://www.youtube.com/watch?v=iB0djwAWdtQ> - Joe Wicks warm up before a HIIT session

<https://www.youtube.com/watch?v=RDsdplsAqK8> - Joe Wicks cool down after a HIIT session

https://commons.wikimedia.org/wiki/File:Exercise_zones.png - Heart rate zones

<https://www.verywellfit.com/details-on-circuit-training-1230837> - Example circuit training workouts

<https://www.insure4sport.co.uk/blog/risk-assessment-tips-for-personal-trainers/> - Risk assessment tips for personal trainers

<https://www.nfpt.com/resources/client-screening-questions> - Health screening questions and information for trainers

<https://www.insure4sport.co.uk/blog/what-makes-a-great-fitness-instructor/> - What makes a great fitness instructor?

<https://www.acefitness.org/education-and-resources/professional/expert-articles/5980/how-to-make-an-impression-in-your-group-fitness-class> - Tips for how to be a great fitness instructor

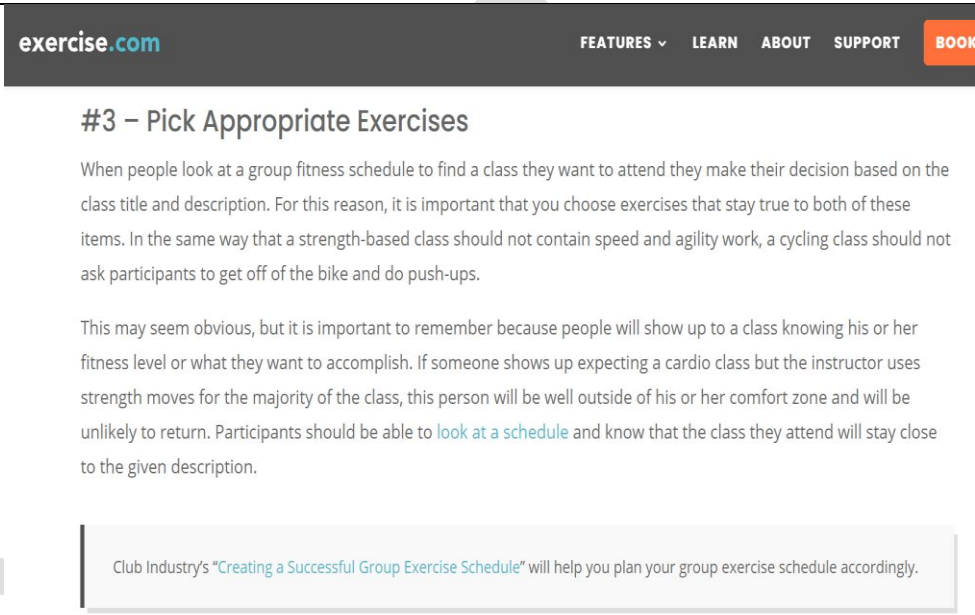
<https://www.bidsketch.com/blog/everything-else/personal-performance/> - How to review your own performance (not fitness specific)

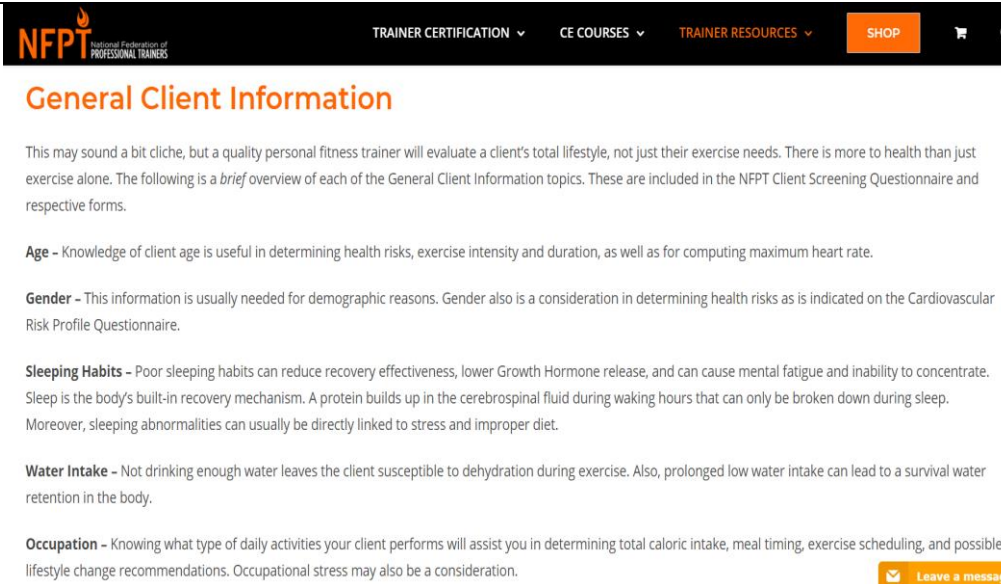
<https://www.perfectgym.com/en/blog/business/6-helpful-fitness-survey-ideas-examples> - Ideas and examples of gym client survey and evaluation methods/forms

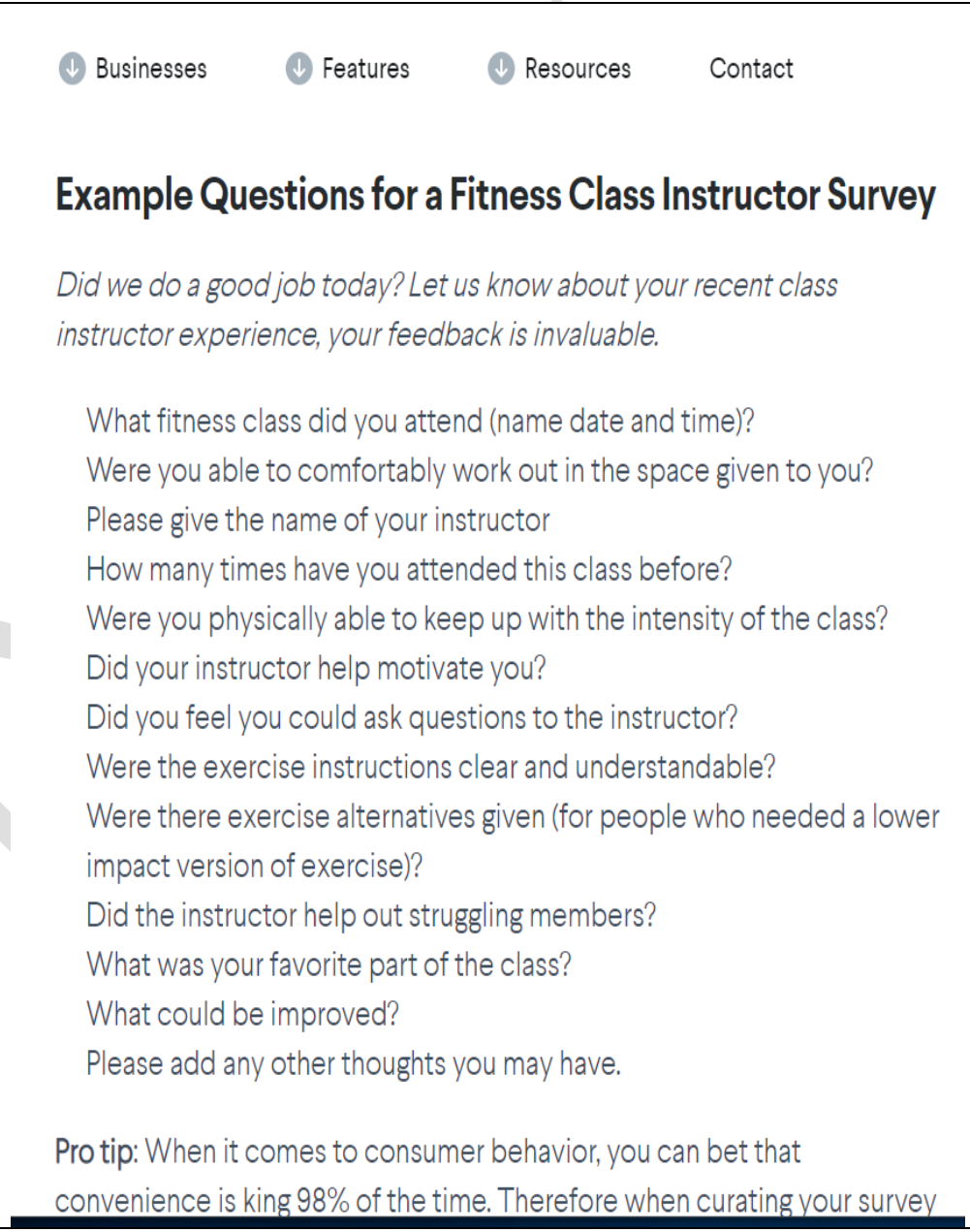
The links below aim to show a selection of industries/employers that are specific examples for a given topic area: enabling your learners to gain industry knowledge that is contemporary and real-world, and supporting you in bringing the topic to life.

We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Designing group fitness sessions	
Description	Easy to follow tips, along with links to useful resources, to plan group fitness sessions for clients of differing abilities.
Supports	Learning aim A
Format	Website
Screenshot	 The screenshot shows the exercise.com website. The header has the logo 'exercise.com' and navigation links: FEATURES, LEARN, ABOUT, SUPPORT, and a BOOK button. The main content area is titled '#3 – Pick Appropriate Exercises'. The text discusses how people choose classes based on titles and descriptions, emphasizing the importance of matching the class to the participant's fitness level and expectations. It mentions that if someone expects a cardio class but gets strength moves, they will be uncomfortable and unlikely to return. It also suggests that participants should be able to 'look at a schedule' and know the class will stay close to the description. At the bottom, there is a quote from Club Industry's 'Creating a Successful Group Exercise Schedule'.
Link	https://www.exercise.com/learn/designing-group-fitness/

Client screening questions	
Description	This website has a wealth of information for professional trainers, including these health screening questions.
Supports	Learning aim B
Format	Website
Screenshot	 The screenshot shows the NFPT (National Federation of Professional Trainers) website. The header includes the NFPT logo and navigation links: TRAINER CERTIFICATION, CE COURSES, TRAINER RESOURCES, and a SHOP button. The main content area is titled 'General Client Information' and contains several paragraphs of text. The text discusses the importance of evaluating a client's total lifestyle, not just exercise needs. It lists several factors to consider: Age, Gender, Sleeping Habits, Water Intake, and Occupation. Each factor is followed by a brief explanation of why it is important for a personal fitness trainer to know. At the bottom right of the screenshot, there is a 'Leave a message' button.
Link	https://www.nfpt.com/resources/client-screening-questions

Fitness survey ideas	
Description	This website has a wide range of example surveys, feedback forms and questionnaires for fitness professionals, as well as tips and information regarding the need to gather feedback from clients.
Supports	Learning aim C
Format	Website
Screenshot	 Businesses Features Resources Contact Example Questions for a Fitness Class Instructor Survey <i>Did we do a good job today? Let us know about your recent class instructor experience, your feedback is invaluable.</i> What fitness class did you attend (name date and time)? Were you able to comfortably work out in the space given to you? Please give the name of your instructor How many times have you attended this class before? Were you physically able to keep up with the intensity of the class? Did your instructor help motivate you? Did you feel you could ask questions to the instructor? Were the exercise instructions clear and understandable? Were there exercise alternatives given (for people who needed a lower impact version of exercise)? Did the instructor help out struggling members? What was your favorite part of the class? What could be improved? Please add any other thoughts you may have. Pro tip: When it comes to consumer behavior, you can bet that convenience is king 98% of the time. Therefore when curating your survey
Link	https://www.perfectgym.com/en/blog/business/6-helpful-fitness-survey-ideas-examples

Unit 3: Preparing Clients for a Gym-based Exercise Programme

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Instructing Exercise in a Gym Environment)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To be able to confidently and competently support prospective and new customers to begin their fitness journey safely and effectively.	• Fitness e.g., gym instructor, group exercise instructor, personal trainer • Coaching and volunteering e.g., in the community
In what working situations would you use it?	When working in a customer facing health and fitness based role. When potential and new customers wish to undertake exercise and must be screened and familiarised with the environment in order that they can participate safely and effectively.	• Exercise referral and exercise on prescription type programmes e.g., tailored to the health and fitness needs of clients • Recreation assistant and customer service roles within a gym environment

Key terms and concepts

Client consultation

This catch-all term refers to the 'conversation' that takes place between the client and the instructor or fitness facility/group prior to exercise starting. Although this may take the form of a formal, face-to-face conversation, a 'consultation' may also/instead be a questionnaire, small group discussion, informal 'chat', PAR-Q etc.

Building strong rapport

The instructor - client relationship is important in supporting the client to make the most of the opportunities they have available to them, including long term adherence to their programme, maintaining their interest, ensuring correct technique and much more. Building strong rapport means that the instructor 'has the measure' of the client; understanding the type of interaction they need/want (jokey, serious, lots of encouragement, data-driven etc.) and being able to develop an effective working relationship based on that understanding.

Customer service promise

Most organisations, large and small, will have a 'customer service promise'. This may or may not be written down and may have a different name, but ultimately, all successful organisations will consider and have in place steps, strategies and actions that are there to give the customer the highest quality of service possible.

Client induction

Client induction refers to the process of introducing a new client to the gym or fitness environment. Depending on the environment, this might include: a demonstration of the gym equipment, a walk around the facility, an introduction to relevant processes (e.g., booking classes etc.) rules and regulations to be followed, specific safety points etc. If relevant health screening has taken place, the induction might include a fitness assessment and/or give the client the chance to use the equipment and facilities under the instructor's supervision.

Health screening

All exercise instructors must take reasonable steps to safeguard their participants. This means that, as well as ensuring the working area and equipment are safe and in good working order, they must also establish that those wishing to take part are not physically at risk from doing so. Health screening is the term given to the steps an instructor will take to discover if a participant has any underlying health conditions that could be triggered or exacerbated by physical activity. They may include formal checks such as taking blood pressure, medical history etc. and/or asking questions (has anyone got any injuries?) before the session starts, enabling them to defer, refer or adapt the planned activity to optimise participant safety.

Fitness assessment

Fitness assessments are used to discover a client's baseline fitness levels, so that an appropriate programme can be developed for them. Basic fitness testing is likely to include sub-maximal cardiorespiratory fitness, muscular strength, and muscular endurance, but could be extended to include other fitness components, such as flexibility, balance, agility, reaction time etc if these are deemed relevant for the specific client.

Contraindications to exercise – absolute and relative

Absolute contraindications refer to specific health conditions, with which a person should not undertake exercise. These include myocardial infarction or electrocardiography changes, complete heart block, acute congestive heart failure, unstable angina, and uncontrolled hypertension.

Relative contraindications are less serious than absolute and include conditions such as moderate heart disease, left main coronary stenosis, tachyarrhythmias and bradyarrhythmia, amongst others.

Industry Resource Links

Social Media

Nasm_fitness (Instagram)

@Archon_app

@NASM

@PureTraining2

@REPsUK

@Fitpro_online

Textbooks/Journals

Coulson M, Archer D, The Advanced Fitness Instructor's Handbook, A&C Black, 2008, 9781408101469

Kluwer W, ACSM's Health-Related Physical Fitness Assessment Manual 5th Edition, LWW, 2017, 9781496338808

Podcasts/Websites

<https://www.youtube.com/watch?v=KcKZ1QCUij8> – YouTube video showing how to carry out a consultation

<https://blog.nasm.org/how-to-conduct-fitness-consultations> - Tips for carrying out client consultations

<https://puretraininganddevelopment.co.uk/category/blog/> - Information about training with special populations in particular

<https://www.instituteofpersonaltrainers.com/blog/master-personal-training-consultation-in-7-steps> - How to conduct a client consultation in 7 steps

https://www.exerciseregister.org/media/images/REPs_Members_PAR_Questionnaire_Long_Verion.pdf - Example PAR-Q from REPS (Register of Exercise Professionals)

<https://www.glofox.com/blog/fitness-technology-is-transforming-the-industry/> - Article discussion the ways in which technology is transforming the gym user's experience

<https://www.youtube.com/watch?v=BQaPFXlqbY> – Gym induction video

<https://www.youtube.com/watch?v=42fVGpylH2Y> – Fitness assessment video

<https://www.glofox.com/blog/5-elements-of-a-great-fitness-assessment/> - 5 elements of a great fitness assessment

<https://www.exercise.com/learn/health-and-fitness-assessments-guide/> - Complete guide to fitness assessments, including YouTube links

<https://www.acefitness.org/education-and-resources/professional/expert-articles/2105/defining-excellent-customer-service-from-fitness-professionals-and-its-value-to-clients/> - What is customer service and why is it important?

The links below aim to show a selection of industries/employers that are specific examples for a given topic area: enabling your learners to gain industry knowledge that is contemporary and real-world, and supporting you in bringing the topic to life.

We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

How to carry out a personal training consultation

Description	A user-friendly video that talks you through how to carry out a personal training consultation.
Supports	Learning aim A
Format	Video
Screenshot	



#personaltrainingconsultation #personaltrainingforms #howtodopersonaltrainingconsultation
How to do a Personal Training Consultation | Forms Included!

15,726 views • 9 May 2020

809 1 SHARE SAVE ...

Link	https://www.youtube.com/watch?v=KcKZ1QCUij8
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The importance of excellent customer service as a fitness professional	
Description	Short description
Supports	Learning aim B
Format	Website
Screenshot	Here are some other important facts to consider about the importance of focusing on customer service: • It costs 5 to 6 times more to attract a new customer than to keep an existing one. • Happy customers tell 4 to 5 others of a positive experience while dissatisfied customers tell 9 to 12 about a bad service experience. • A study by researcher Daniel Yankolovich revealed that two-thirds of customers do not feel valued by those serving them. While most of these numbers are not specific to our industry, they still demonstrate the importance of the delivery of a service. Our client's time is extremely valuable, so we need to create a positive experience for them by keeping them happy and delivering what they want or expect during the training session. We have to keep in mind that we are not only competing against other fitness providers for clients, but also against other demands such as families, work obligations and entertainment activities.
Link	https://www.acefitness.org/education-and-resources/professional/expert-articles/2105/defining-excellent-customer-service-from-fitness-professionals-and-its-value-to-clients/

The ultimate fitness assessments guide	
Description	A comprehensive guide to fitness assessment, including useful links, videos to help explain many of the suggested tests and normative data.
Supports	Learning aim C
Format	Website
Screenshot	Cardiorespiratory Fitness There are specialized tests usually completed in a laboratory, such as treadmill or cycle ergometer tests to measure VO2max. VO2max requires expensive and specialized equipment, a trained professional, and can be uncomfortable for many clients. If a trainer has the resources available for these VO2 max tests, they are very accurate and informative. If not, other tests can be done quickly to estimate VO2 max with little to no equipment. The 12-minute run assessment was developed by the Cooper Institute and has been used for 50 years. After a brief warm-up, the client runs as far as they can in 12 minutes. If you are using a track, you can convert the laps to distance covered using a chart. The completed distance is then used to estimate VO2 max. The Rockport Walk Test is also commonly used with clients of all ages. After a brief warm-up, the client walks a mile as fast as possible. The time to complete the mile in minutes and seconds is recorded. After completion, the client's heart rate is immediately measured and recorded. The time, heart rate, sex, and age are used to estimate VO2 max and compare to other exercisers of the same age and sex.
Link	https://www.exercise.com/learn/health-and-fitness-assessments-guide/

Unit 4: Working as a Gym Instructor

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Instructing Exercise in a Gym Environment)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand how and be able to plan and deliver gym-based exercise programmes, that enable clients to achieve their fitness goals.	• Gym-based fitness instructor • Gym-based personal trainer
In what working situations would you use it?	When working in a gym environment as a gym instructor or personal trainer.	

Key terms and concepts

Functional exercises

Functional exercises are those that relate directly to the client's life outside the gym. They consist of movement patterns and exercises that will support improvements to the client's life, whether that be 'everyday' actions such as getting in and out of a car or bending down to tie shoelaces, job specific actions such as climbing a ladder or lifting heavy loads, or leisure time pursuits such as cycling or playing football.

National recommended guidelines for physical activity and health

The UK's Chief Medical Officers publish guidelines outlining the amount of physical activity different population groups should do each day to maintain health. They split the population into birth to 5yrs, 5 – 18yrs, adults over 19, disabled adults and pregnant and postnatal women. This information can be used by the public to help guide their physical activity and is also used by policy makers, health professionals and others working in the sports and active leisure industry.

Client learning styles

Whilst popular opinion might suggest that people can be classified according to their preferred learning style, most people learn best when presented with a range of different teaching techniques. Whilst it is true that some people prefer to be shown how to do something (visual), whilst others like to hear about it (aural) and others are kinaesthetic (learn best by doing for themselves), an effective instructor will employ several different methods – explaining, demonstrating, correcting technique, encouraging etc – to create the most effective teaching and learning environment for their clients.

Scope of own practice

Gym-based exercise instructors must always work within the scope of their own practice. This means that they must always be appropriately qualified in terms of advice they offer, activities they instruct, clients they work with and environments in which they work. An instructor without appropriate nutrition-based qualifications should not be offering their services as a dietitian or nutritionist, for example.

Anatomy and physiology principles

Refers to the consideration of basic principles of anatomy and physiology when planning and delivering gym-based exercise, to create sessions that are safe and effective. This might include elements such as: the short and long term effects of exercise on the different body systems, energy systems, levers, muscle action, joint potential etc.

SMART goal setting

The acronym SMART is often used to support the setting of goals which are **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound. SMART can be followed to focus thinking and identify goals which are attainable within the parameters available. This is an example of the SMART acronym, alternatives are valid ensuring they are clearly explained and applied, where the setting of goals is supported.

Muscle balance

Muscles work together, as a pair (agonist and antagonist) and with surrounding muscles (synergist) to create movement at a joint. Muscle balance refers to the maintenance of balance whilst these muscles are being used, so that the joint stays at the centre of the movement to protect from injury and ensure movement efficiency. Exercises that focus on one specific muscle or muscle group without giving time for rest or recovery, or exercises that are carried out with incorrect technique or alignment will be less effective and increase the risk of injury.

Industry Resource Links

Social Media

@SELFmagazine

@MadlabSchool

@diablocrossfit

@LesMills

@fiton_app

Textbooks/Journals

Mitchell N, Taylor J, Principles of Muscle Building Program Design (UP Encyclopaedia of Personal Training Vol 1), UP Fitness, 2017, 9781527216846

Sinicki A, Functional Training and Beyond, Mango, 2021, 9781642505030

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5225122/> - Journal article about the impact of technology on sedentary adults

Podcasts/Websites

<https://www.verywellfit.com/f-i-t-t-principle-what-you-need-for-great-workouts-1231593>
- The FITT principle

<https://www.bbc.co.uk/bitesize/guides/ztntrfd/revision/1> - SPORT principles of training

<https://www.sports-training-adviser.com/specificityprinciple.html> - Further examples of the use of specificity in training

<https://absolutehealthperformance.com.au/recovery/> - why recovery time is important

<https://www.youtube.com/watch?v=8nPU6TUwTSA> - Video showing the Berger 6RM system

<https://www.bulk.com/uk/the-core/10-advanced-training-methods-to-break-through-a-muscle-building-rut/> - Information about different strength training methods, including supersets

<https://www.theelitetrainer.com/blog/the-not-so-famous-delorme-scheme/> - Delorme and Watkins 10 RM system

<https://medlineplus.gov/benefitsofexercise.html> - Health benefits of exercise

<https://www.gq-magazine.co.uk/gallery/top-fitness-gadgets> - Exercise technology

<https://www.verywellfit.com/sample-workout-schedule-1230758> - Sample gym training programmes

<https://www.self.com/story/what-functional-training-is-why-its-important> - Explanation of functional training

<https://functionaltraininginstitute.com/learning-resources/> - Wide range of resources, including articles and videos, relating to functional training

<https://www.avadolearning.com/blog/the-7-different-learning-styles-and-what-they-mean/> - overview of different learning styles

<https://fitness.org.au/articles/fitness-industry-news-information/achieve-more-within-your-scope-of-practice/36/665/184> - list of responsibilities that are within and outside of a gym instructors' scope of practice

<https://www.youtube.com/watch?v=a8oscluTxCK> – How to create a personal training session

<https://www.exercise.com/learn/designing-workout-programs-for-clients/> - How to plan an exercise programme

<https://www.thetrainingroom.com/blog/fitness/february-2019/five-key-skills-for-becoming-a-standout-personal-t> - Skills needed to be a gym instructor

<https://www.betterhealth.vic.gov.au/health/HealthyLiving/exercise-intensity> - How to measure exercise intensity

<https://www.ptdirect.com/training-delivery/client-assessment/why-are-client-progress-reviews-important> - Why are client progress reviews important?

SPORT principle of training	
Description	A straightforward description of the SPORT and FITT principles of training.
Supports	Learning aim A
Format	Website
Screenshot	The acronym SPORT can be used to remember the main principles: ■ Specificity ■ Progressive ■ Overload ■ Reversibility ■ Tedium Specificity (S) - training must be relevant to the individual and their sport. This can be achieved by tailoring training specifically for the sport or even the position that the individual plays, the muscle groups that they use the most or the dominant energy system of the athlete. For example, a 100 m sprinter is likely to train very differently to a 10 km racer despite them both being track athletes. The sprinter will focus on speed and power while the distance runner will train for cardiovascular fitness and the ability to work at high intensity aerobically. 

Link	https://www.bbc.co.uk/bitesize/guides/ztntfrd/revision/1
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Sample gym training programmes	
Description	This website includes sample gym training programmes at beginner, intermediate and advanced stage, as well as links to more detailed information for the various exercise and activities suggested.
Supports	Learning aim B
Format	Website
Screenshot	
Link	https://www.verywellfit.com/sample-workout-schedule-1230758

Skills needed to be a great personal trainer	
Description	5 top skills needed to be a great personal trainer
Supports	Learning aim C
Format	Website
Screenshot	2. Communication Skills Linked closely with EI, communication is one of the most important skills a personal trainer can possess. Responsible for helping people to achieve their health and fitness goals, if you can't communicate effectively with your clients, then you're unlikely to achieve the best results. You'll also struggle to sell your services and build a healthy client base. But good communication isn't all about speaking... Although most of a personal trainer's time is spent giving instructions or advice, you must also learn to listen carefully to your clients and pick up on subconscious cues, including body language. A standout PT will ask plenty of open-ended questions and consistently get feedback about the programme and training – including any obstacles or issues – so they can continue tailoring their work to each client's needs and progress. 
Link	https://www.thetrainingroom.com/blog/fitness/february-2019/five-key-skills-for-becoming-a-standout-personal-t

Unit 2: Physical and Sports Education in School and Community settings

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Leading Children's Sports Activities)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand the role of school and community sport in providing young people with positive experiences and preparing them for lifelong participation.	• Sports leadership • Sports coaching • School sport – curricular and extra-curricular • Community sport • Sport development • Active lifestyles e.g., activity promotion, health promotion • Cross-cutting agenda e.g., special population engagement, community cohesion etc.
In what working situations would you use it?	When working with young people inside or outside of the school environment. When planning and/or delivering sport or physical activity opportunities to a wide range of young people.	

Key terms and concepts

National curriculum for physical education

All schools must follow the PE national curriculum, which has 4 main facets: develop competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

Educational establishment/provision

Refers to 'school' in its widest sense. All children aged 5-16 must be in full time education, the vast majority attend an academy, free, community, grammar, or foundation/voluntary school. Some children with additional needs may attend a special school. Not all schools have to follow the national curriculum; academies, faith academies and free schools do not have to follow the national curriculum, and nor do private schools. However, all schools are inspected, either by Ofsted or other school inspection teams.

School-club links

These can work in a variety of different ways, including sports clubs using school facilities, schools feeding students into local sports clubs as part of a formal development pathway, schools being aware of and encouraging students to attend local clubs, clubs advertising within local schools, club coaching working within schools (in curricular and/or extra-curricular) etc.

School sport

School sport can take in a wide range of different ways and with different aims, including formally within curriculum time (e.g., PE lessons), formally outside of curriculum time (e.g., lunchtime, after school etc.), informally outside of curriculum time (e.g., at break and lunchtime – providing space and equipment to encourage participation).

Participative

Refers to sport and physical activity that is run with the intention to get people involved. Any sport or activity can be run in a participative way; as a fun, non-competitive opportunity for people to come along and 'have a go'. However, some sports and activities lend themselves to a more participative approach as they tend not to have formal structures in place or normally involve competition e.g., jogging, trampolining, exercise to music, playground games, parachute games etc.

Lifelong activity habit

Is the key term that is often used when talking about the impact of positive sporting experiences in young people. The key aims of school sport (both formal and informal) should be that participants have fun, keep healthy and are encouraged to view sport and physical activity as a natural and enjoyable part of their lifestyle as they enter adolescence and adulthood. If positive sport and physical activity experiences in children and young people are such that they help to foster a 'lifelong activity habit' then they can be assumed to have been successful.

Industry Resource Links

Social Media

@educationgovuk

@afPE_PE

@Ofstednews

@FFTEduDatalab

@NAEducation

Textbooks/Journals

<https://ffteducationdatalab.org.uk/2017/10/who-are-the-pupils-in-alternative-provision/> - Report about young people attending alternative provision education in the UK

<https://www.newschoolsnetwork.org/sites/default/files/files/pdf/Differences%20across%20school%20types.pdf> - Differences between types of school in the UK

<https://researchbriefings.files.parliament.uk/documents/SN06836/SN06836.pdf> - A detailed briefing about physical education and school sport

<https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-11-48> - A paper exploring the impact of extra-curricular school sport on young peoples' sports participation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf - Extracurricular sport, soft skills, and social mobility

Podcasts/Websites

<https://www.gov.uk/types-of-school> - Explanation of the different types of school in the UK

<https://www.afpe.org.uk/physical-education/2014-national-curriculum/> - The 2014 PE National Curriculum

<https://www.afpe.org.uk/physical-education/ofsted-publish-new-2019-education-inspection-framework/> - The role of Ofsted in schools

<https://www.activesuperstars.co.uk/Ofsted-Requirements-in-PE-and-Sport.html> - Key requirements for a PE Ofsted inspection

<https://www.afpe.org.uk/physical-education/who-we-are-and-what-we-do/> - Who are AfPE and what do they do?

<https://www.gov.uk/government/organisations/department-for-education/about> - The DfE: who are they and what do they do?

<https://www.nordangliaeducation.com/article/2020/6/29/the-importance-of-extracurricular-activities> - The importance of extra-curricular sports

<https://www.crimsoneducation.org.uk/blog/extracurriculars/benefits-of-extracurricular-activities/> - Benefits of extra-curricular sports

<https://www.sec-ed.co.uk/best-practice/extra-curricular-the-fall-and-rise-of-enrichment/> - Barriers to running extra-curricular activities

<https://www.sportengland.org/know-your-audience/demographic-knowledge/children-and-young-people> - The importance of children and young people participating in sport and physical activity

<https://thesportinginfluencer.com/objective-of-youth-sport/> - Objectives of youth sport

<https://www.wesport.org.uk/active-education/secondary-school-sport/school-club-links/>
- Benefits of school-club links

<https://join.pitchero.com/the-a-z-of-club-roles> - List of job roles in community sports clubs

<https://www.betterhealth.vic.gov.au/health/HealthyLiving/sport-and-children> - benefits of sport for children

Ofsted requirements in PE and sport	
Description	A comprehensive explanation of the main elements that Ofsted look for when inspecting a school's PE and sport provision.
Supports	Learning aim A
Format	Website
Screenshot	Key Points to Help PE Planning and Evaluation There are four key areas which will help you plan and evaluate your PE and sports sessions to the standard Ofsted look for: 1. Effective Leadership and Management Safeguarding is of utmost importance, especially in terms of Ofsted inspection and a school's own self evaluation. Leaders of PE must, therefore, make sure all safeguarding arrangements are in place. Safeguarding in PE is particularly important due to the physical nature of the subject, lessons taking place outside of the school environment and the regular employment of external expertise and services. There is also substantial focus on the academic achievement of certain pupils, especially those who are disadvantaged and require support from the School's Sports Premium funding. In order to support those pupils, PE leaders and sports coaches must be able to identify who those students are and try to maximise the premium to support additional opportunities and outcomes, where appropriate. 2. Quality of Teaching, Learning and Assessment In regards to the quality of teaching, learning and assessment, there is no particular method Ofsted look out for. Schools must determine their practices and ensure their leadership team can justify them. There is less emphasis on long visits to lessons when it comes to observing teaching, learning and assessment as inspectors now make short visits to talk to students and observe activities. They then base their decisions on student's attitudes towards learning, accessibility to the curriculum and behaviour. In PE lessons it is essential that the subject offers a broad experience that is inclusive for each and every student. Students should be able to confidently explain new experiences and learning they have gained throughout the school which indicate a positive, engaging and progressive curriculum.
Link	https://www.activesuperstars.co.uk/Ofsted-Requirements-in-PE-and-Sport.html

The fall and rise of enrichment	
Description	A detailed article looking at the barriers to running extra-curricular provision, along with some suggestions to overcome them.
Supports	Learning aim B
Format	Website
Screenshot	Extra-curricular: The fall and rise of enrichment Written by: Paul Gammans Published: 09 November 2016 In tough economic times, enrichment is often one of the first things to go, but schools ditch these activities at their peril, warns Paul Gammans. He considers what an effective enrichment programme should entail and argues why teachers should be given the time to get involved I've always lived by the motto: "You get out what you put in." As far as education is concerned, this means that the more opportunities you take advantage of while you are at school, the more you will learn, the more skills you will develop and the more you will enjoy your time there. When I was at school, the extra-curricular activities were what I enjoyed the most. Of course, we didn't call it enrichment back in the stone age, but whether it was the school play, the activities week full of choices or the computer club, these were the things that we enjoyed about school. It was a great opportunity to get to know kids we wouldn't normally mix with in our classes, see the teachers being a bit more normal and learn things we couldn't learn in lessons. All the time – and this is the key – without actually realising we were learning. Far away from the strictures of the classroom, where pupils can often feel inadequate about their intelligence or ability, enrichment allows them to relax and be themselves in a "safe" environment. It doesn't matter whether they are rich or poor, whether their target grade is an A or an F, they can enjoy themselves without the pressure of grades or competition.  Image: Adobe Stock Comment on this article
Link	https://www.sec-ed.co.uk/best-practice/extra-curricular-the-fall-and-rise-of-enrichment/

Benefits of school-club links	
Description	This article looks at the importance and benefits of school-club links for both the school and the club.
Supports	Learning aim C
Format	Website

Screenshot	why establish a school-club link? School club links provide reciprocated benefits to all parties involved and here is a list of why it is worth investing in a school-club link agreement from each perspective: Benefits for schools: — Raise the school's community profile – great for attracting new pupils — Strengthen existing PE and school sport offer and provide exit routes for players, coaches and volunteers — Develop student's life skills beyond school and encourage lifelong participation in sport — Support with extra-curricular clubs, competitions and festivals — Offer more sporting opportunities to students — Offer a wider range of sports and enhance school's ability to offer minority sports — Potential to share equipment, facilities and coaching expertise Benefits for clubs: — Increase membership numbers — Increase player talent pool — Raise club and community profile – great for attracting partners and funding — Potential to recruit new volunteers/leaders and coaches — Increased access to training/match venues — Potential to share equipment, facilities and coaching expertise — Quality Assurance (helps to achieve Clubmark) — Support from PE specialists
Link	https://www.wesport.org.uk/active-education/secondary-school-sport/school-club-links/

Unit 3: Sports Leadership

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Leading Children's Sports Activities)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand the skills and behaviours necessary as a sports leader, as well as the leadership styles, strategies and evaluation methods that can support effective sports leadership.	• Sports leadership • School sport – curricular and extra-curricular • Community sport • Sport development • Active lifestyles e.g., activity promotion, health promotion
In what working situations would you use it?	When working as a sports leader in school or community settings.	• Cross-cutting agenda e.g., special population engagement, community cohesion etc.

Key terms and concepts

Autocratic leadership style

This type of leader tends to be authoritarian, rarely accepting help or advice from others and preferring to keep tight control over decisions, based on their own ideas and judgements.

Democratic leadership style

A democratic leader actively involves those they are leading in the decision-making process. Although a democratic leader will have ultimate control, they offer guidance, encourage others to give their ideas and listen to participants opinions.

Laissez faire leadership style

Loosely translated laissez-faire means 'let it be' or 'leave it alone'. Laissez-faire leaders take a hands-off approach and are happy to allow group members to make the decisions. There may be a degree of guidance at the beginning of a task and the ultimate responsibility still rests with the leader, but they are happy to allow the group to get on with the task with little interference or oversight.

Participative

Refers to sport and physical activity that is run with the intention to get people involved. Any sport or activity can be run in a participative way; as a fun, non-competitive opportunity for people to come along and 'have a go'. However, some sports and activities lend themselves to a more participative approach as they tend not to have formal structures in place or normally involve competition e.g., jogging, trampolining, exercise to music, playground games, parachute games etc.

Types of practice

The way that skills are practiced will depend on the type of skill, ability of the performer and preference of the coach. Skill practices can be split broadly into four different categories: fixed, variable, massed and distributed, with other variations sitting within these four types.

Industry Resource Links

Social Media

@SportsLeaders

@BPSL

@Leaders_Insight

@Sportslins

@CoachWiser

Textbooks/Journals

McCloud A, Coaching Strategies - the top 100 best ways to be a great coach, Pro Mastery Publishing, 2017, 9781640480117

McCaw A, 7 Keys to Being a Great Coach – become your best and they will too, Allistair McCaw, 2017, 9780578179520

<http://www.bishopfoxs.co.uk/wp-content/uploads/2015/12/Chapter-5-Sport-psychology.pdf> - Practice structures

Podcasts/Websites

<https://believeperform.com/leadership-and-the-role-of-a-leader-in-sports/> - Different leadership styles with specific reference to sport

<https://leadersofevolution.com/qualities-of-sports-leader-how-to-become-one-high-school-sports/> - Qualities of a sports leader

<https://www.sportsleaders.org/files/Downloads/Skills%20Framework%20Blue.png> - Sports leadership skills and behaviours

<https://www.verywellmind.com/what-is-autocratic-leadership-2795314> - Autocratic leadership style

<https://www.betterup.com/blog/democratic-leadership-style-pros-cons-examples-and-how-to-make-it-work> - Democratic leadership style

<https://online.stu.edu/articles/education/what-is-laissezfaire-leadership.aspx> - Laissez-faire leadership style

<https://www.topendsports.com/coaching/strategies.htm> - Coaching strategies that are also relevant for sports leaders

<https://www.leadershipandsport.com/types-of-sports/> - Different types of sports sessions

<https://footballdna.co.uk/planning-structuring-coaching-sessions/> - Ideas on how to structure a sports session

<https://www.leadershipandsport.com/methods-of-practice-types-of-practice/> - Types of practice

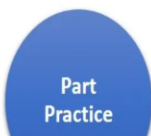
<https://www.soccerdrive.com/blog/1/whole-part-whole-practice-philosophy> - Whole-part-whole method

<https://www.brianmac.co.uk/coachass.htm> - Pointers for assessing your session leadership

<https://teamgenius.com/should-youth-sport-athletes-evaluate-their-coaches/> - Should participants evaluate their coaches?

<https://coachingyoungathletes.com/2016/02/29/how-to-evaluate-your-own-coaching-performance/> - How to evaluate coaching performance, including the use of evaluation forms

10 Important qualities of a sports leader	
Description	This article identifies 10 important qualities of a sports leader and gives tips and advice on how to improve these qualities yourself.
Supports	Learning aim A
Format	Website
Screenshot	10 Important Qualities of a Sports Leader & How to Become One: 1. Authentic Be yourself. Be confident in who you are as a person and this will help you be resilient in the face of adversity. High school is a challenging time, but also a time of growth and development. Be accepting of yourself and cultivate a healthy relationship of respect with yourself. Your self-worth translates into your leadership abilities. This is an important first step to being an effective high school leader because if you don't believe in yourself, how will your teammates? Authenticity will also help you to inspire confidence in others. 2. Inclusive Look to include others, get their opinions and thoughts. Listening to and respecting others, including them in decision making help make for a well-rounded final decision. Listen to others for expertise. Paying attention to all members of your team and being an active listener sets an example that everyone is valued. 3. Self-aware Understand yourself and your impact on others. Effective high school sports leaders have a strong understanding of what motivates them as a person, their strengths and weaknesses, how they manage their emotions and most importantly how their emotions and behaviours have an effect on those around them. As a high school leader, you will be making conscious decisions based on the learning and data you have in order to achieve the goal you are focused on. You will be aware of your motivations and your teammates' motivations and this will help you lead.
Link	https://leadersofevolution.com/qualities-of-sports-leader-how-to-become-one-high-school-sports/

Types of practice	
Description	This website outlines some of the different types of practice that a sports leader or coach might use during their sessions.
Supports	Learning aim B
Format	Website
Screenshot	In this post, we will explain four different methods of practice in sport. You will also learn about our experience of them and the advantages and disadvantages to you when planning your coaching sessions. This post on the Methods of Practice is also included as part of our free guide to sports coaching. Here, you can find all of our articles we believe are essential knowledge for sports coaches. You may also be interested in our articles on sports leadership styles and what makes a good coach. We also have downloadable sports session planning templates as well as our sports coaching checklists. What are the methods of practice used by sports coaches? The four methods of practice methods are: ◦ Part Practice ◦ Whole Practice ◦ Progressive Part Practice ◦ Whole Part Whole Practice 
Link	https://www.leadershipandsport.com/methods-of-practice-types-of-practice/

How to evaluate successful sports leadership	
Description	This article covers a variety of different elements that might be evaluated as part of the coach or leader's performance, including the use of evaluation forms.
Supports	Learning aim C
Format	Website

Screenshot	HOW TO EVALUATE YOUR OWN COACHING PERFORMANCE Tips for Developing a Coaching Self-Evaluation Form Evaluating an athlete's performance is what we do all the time as coaches, but how often do you evaluate your own performance? Monitoring and evaluating your own performance is crucial for ongoing improvement as a coach. A valuable tool for achieving this is a coaching self-evaluation form that can be used following your coaching sessions. Used regularly, this coaching self-evaluation form can: • Help you identify your strengths and weaknesses • Highlight areas for improvement • Track and monitor your performance • Be a source of motivation and reward for you • Be used as a tool to assist you in planning your coaching sessions You can individualize your coaching self evaluation form to feature what you see as important in your own performance as a coach. How to Create Your Own Coaching Self Evaluation Form 1. Make a list of the coaching behaviours that you believe contribute to a good coaching performance. For example, one may be "Listening to my athletes". 2. Edit the list to include your top 10-15 behaviours.
Link	<a data-bbox="414 1339 1257 1415" href="https://coachingyoungathletes.com/2016/02/29/how-to-evaluate-your-own-coaching-performance/">https://coachingyoungathletes.com/2016/02/29/how-to-evaluate-your-own-coaching-performance/

Unit 4: Working as a Sports Leader

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Leading Children's Sports Activities)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To know how to undertake a sports leadership role; planning, leading and evaluating sports sessions which are active, fun, and safe for all participants.	• Sports leadership • School sport – curricular and extra-curricular • Community sport • Sport development • Active lifestyles e.g., activity promotion, health promotion • Cross-cutting agenda e.g., special population engagement, community cohesion etc.
In what working situations would you use it?	When working as a sports leader in school or community settings.	

Key terms and concepts

Putting skills under pressure

When skills are first taught, they are normally done so in a no-pressure environment, the skill is practiced in isolation, without any external factors at play. Many skills will be performed 'for real' in a pressurised environment; with other players trying to get the ball, at speed, off balance, as quickly as possible etc. One way to increase the challenge when learning new skills or techniques is to increase the pressure. This can be done as players become more competent and confident and may include adding opponents or other external factors, which make successful execution of the skill more difficult.

EAP

Stands for Emergency Action Plan and can be part of safeguarding/duty of care arrangements in some organisations. An EAP will normally include processes to follow in the event of a range of emergencies, such as fire, serious accident, bomb, or terrorist threat etc. Some organisations will require users to be aware of this document, with their permission to use the facility dependent upon it. It may be necessary for someone undertaking a sports leadership role to be familiar with the steps they must take in an emergency.

Sector guidelines

Sometimes sports leaders should be aware of guidelines laid down by organisations within the sector. These may include age related (e.g., children lifting weights), activity related (e.g., additional qualifications for specific sports, such as trampolining) or health and safety related guidelines (e.g., ratios, policies etc.)

Known factors

Many different factors must be considered when planning sport and physical activity sessions. As the name suggests, those that are known at the planning stage are called 'known factors' and include things such as the facility to be used, the time and duration of the session, what has taken place before etc. Known factors may also include participant numbers, ages, ability levels etc, although in some situations this may not be so. Unknown factors are those that are not apparent until the session and may (depending on circumstance) include numbers and ability levels, as well as the weather, suitability of activities, enjoyment etc.

Variables

Linked to unknown factors above, variables refer to those aspects that can make or break a session but can't necessarily be known until the session itself or may even change over the course of the session. These include elements such as participant mood, interaction with each other, actual ability (compared to expected ability), engagement and enjoyment levels etc. An effective sports leader will notice and adapt their session as necessary considering any impact these 'variables' may be having.

Dynamic risk assessment

Whilst a 'traditional' risk assessment will take place prior to a session starting, a dynamic risk assessment is carried out throughout the session. It involves the instructor being aware of possible danger areas, noticing unsafe situations as they develop and taking steps, there and then, to remedy the situation. Whilst it's important to complete and record risk assessment before a session as per organisational policy, assessing risk dynamically during the session turns these paper-based projections and assumptions into real-time safety strategies.

Evaluation tools and methods

This term refers to the ways in which activities or sessions are evaluated. Evaluation methods can include self-evaluation, peer evaluation, coach/leader evaluation, group evaluation etc. Evaluation tools are the actual mechanisms used to support the evaluation process and include questionnaires, video, discussion questions, performance analysis, glad/sad/mad faces or any other strategies that enable participants and/or leaders to judge (and, where necessary, record) the success of the session.

Gap analysis

A gap analysis is a type of action plan which encourages an evaluation of the current situation (where are you now?), an outlining of what the ideal or desired situation is (where would you like to be?) and, most importantly, how the 'gap' will be bridged (how will you get there?).

SMART goal setting

The acronym SMART is often used to support the setting of goals which are **s**pecific, **m**easurable, **a**chievable, **r**elevant and **t**ime-bound. SMART can be followed to focus thinking and identify goals which are attainable within the parameters available. This is an example of the SMART acronym, alternatives are valid ensuring they are clearly explained and applied, where the setting of goals is supported.

Industry Resource Links

Social Media

@WinningCoaches

@BetterSportsC

@coachingcoach

@_UKCoaching

@TheCPSU

@femalecoaches

Textbooks/Journals

Cope E and Partington M, Sports Coaching – A Theoretical and Practical Guide, Routledge, 2019, 9780815392095

<https://journals.humankinetics.com/view/journals/iscj/iscj-overview.xml> - International Sport Coaching Journal

<https://www.tandfonline.com/toc/rspc20/current> - Sports Coaching review

<https://thesportjournal.org/article/category/sports-coaching/> - The Sport Journal

Podcasts/Websites

https://learnzone.loucoll.ac.uk/sportres/CourseGenie/Sport/2010spec/AASELevel3/L3SportsCoaching/L3SportsCoaching_04Mod/L3SportsCoaching_04Mod_01.htm - Planning a sports session

<https://www.ukcoaching.org/resources/topics/videos/how-to-plan-and-organise-a-coaching-session> - 4 coaches share their thoughts on how to plan a quality session in 4 different videos

<https://www.rte.ie/brainstorm/2020/0226/1117743-sports-training-coaching-planning/> - Training session planning

<https://www.activehw.co.uk/uploads/including-everyone-in-your-sessions-4.pdf> - Including everyone in your session

<https://inclusivesportdesign.com/tutorials/how-to-adapt-and-modify-your-sport-activities-to-include-all/> - Different strategies for adapting and differentiating activities

<https://community.ukcoaching.org/spaces/10/welcome-and-general/blogs/general/9255/how-to-coach-a-range-of-abilities-within-a-large-group> - How to coach a range of abilities within a large group

<https://www.cne-siar.gov.uk/media/5213/p1-7-multi-activity-booklet.pdf> - Lots of practical activity ideas

<https://www.unicefkidpower.org/fun-sports-activities-games-resources-kids/> - More practical activity ideas

<https://content.thecoachingmanual.com/blog/why-we-plan-a-coaching-session> - Why planning is important

<https://wgcoaching.com/101-coaching-tips/> - 101 coaching tips!

<https://blog.pitchero.com/10-really-effective-ways-to-motivate-your-sports-team> - How to motivate a sports team

<https://www.insure4sport.co.uk/blog/health-and-safety-tips-sports-coaches/> - Health and safety tips for sports sessions

<https://metrifit.com/blog/coach-feedback-how-important-is-it/> - The importance of coaching feedback

How to plan and organise a coaching session	
Description	4 experienced coaches share their top tips for planning and organising coaching sessions.
Supports	Learning aim A
Format	Video
Screenshot	Four coaches share their expertise on how to structure a quality session 
Link	https://www.ukcoaching.org/resources/topics/videos/how-to-plan-and-organise-a-coaching-session

How to motivate participants	
Description	This article explores a range of different ways for a sports coach or leader to motivate their participants.
Supports	Learning aim B
Format	Website
Screenshot	1. Decide on your type of motivation There are two common types of motivation: Extrinsic and Intrinsic. Extrinsic is the use of external factors to encourage and motivate a player to perform or act in the way you want them to, whether it be positive or negative. In the workplace, it could be things like a pay rise, a bonus or the afternoon off. It could of course be less savoury things like the threat of losing your job altogether. 

Link	https://blog.pitchero.com/10-really-effective-ways-to-motivate-your-sports-team
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The importance of feedback	
Description	This in-depth article explores the importance of and ways in which sports coaches and leaders can support participants' development by using feedback effectively.
Supports	Learning aim C
Format	Blog/article
Screenshot	CONSIDERATIONS FOR GIVING FEEDBACK ON SKILL PERFORMANCE  Tweet  Like Be the first of your friends to like this. THIS IS AN EXCERPT FROM SPORT SKILL INSTRUCTION FOR COACHES BY CRAIG WRISBERG. Descriptive and Prescriptive Feedback When giving athletes extrinsic feedback about their technical skills, you can either tell them what you saw (descriptive feedback) or tell them what you think they need to do based on what you saw (prescriptive feedback). For example, if you observe a basketball player not following through on her jump shot, you might say, "You didn't follow through." Although this type of descriptive feedback is satisfactory for experienced players who know what a correct follow-through is like, it may not be sufficient for inexperienced players who aren't sure how to make the necessary correction. Therefore, when you want to alert athletes to the types of corrections they must make to improve some aspect of their performance, you should provide them with prescriptive feedback. You might tell an inexperienced basketball player to flex her wrist more forcefully as she releases the ball. That way she would have an idea of what she needs to do to improve the follow-through on her jump shot. In essence, prescriptive feedback represents another example of attention-focusing instructions (discussed in chapter 7). To provide helpful prescriptive feedback, you must be able to both detect errors in athletes' performance (e.g., see an incomplete follow-through at the end of a jump shot) and offer possible solutions for the problem (e.g., flex the wrist more forcefully at the point of release). Practical Considerations for Giving Feedback You might find some practical considerations helpful when providing extrinsic feedback. These include when to give feedback, how much feedback to give, how often to give it, and how detailed to make it.
Link	https://canada.humankinetics.com/blogs/excerpt/considerations-for-giving-feedback-on-skill-performance

Unit 2: Role and Responsibilities of a Recreation Assistant

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Recreation Assistant)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand the variety of roles and responsibilities that a recreation assistant will undertake if they are to effectively meet the needs of customers and colleagues.	• Sport and active leisure sector • Recreation assistant role within a sport or leisure facility
In what working situations would you use it?	When working as a recreation assistant or undertaking responsibilities associated with a recreation assistant in a sport or leisure facility.	

Key terms and concepts

Active leisure sector

The active leisure sector encompasses three main elements: sport and recreation, health and fitness and the outdoors. Breaking the larger sector down into these more specific areas allows the industry to identify the different types of interest, experience and qualifications needed to work within the different environments. Formally (see skillsactive.com) the sector also includes playwork and caravanning, but for the purposes of this qualification these two areas are not so relevant, so can be omitted.

Community facilities

Although any facility which serves the local community can be thought of as a 'community facility', in this scenario the reference is more specifically centred around those facilities that are local authority run rather than privately owned and operated. These facilities often have the needs of the local community in mind, rather than being more business oriented (or money focussed) so offer initiatives (in terms of pricing structures, activities etc.) that enable the local community to participate where they may be excluded (directly or indirectly) by privately run facilities.

Local organising bodies

This term includes all local organisations which provide sport, health, fitness and/or physical activity opportunities in the community. This includes facilities/organisations such as gyms, sports and community centres, clubs, schools etc, as well as organising

bodies such as National Governing Bodies of Sport, local authority groups such as sport development and health care trusts as well as cross-agenda providers such as charities, youth work and statutory agencies.

Community cohesion

Sport has long been credited with being able to break down barriers and bring disparate elements in the community together, some sport and physical activity initiatives have a direct remit to improve community cohesion, whilst for others this happens more indirectly.

Mission and vision

Most organisations will have mission and vision statements. A mission statement normally sets out the organisation's business and objectives, with a suggestion as to how they will reach these. A vision statement describes the desired future position of the organisation. Often mission and vision are combined to provide a statement which includes the organisation's purpose, values, and goals.

Industry Resource Links

Social Media

@LeisureOpps

@HCMmag

@HealthClubKate

@mylfx

Textbooks/Journals

<https://www.sportsthinktank.com/research.html> - A range of research papers on a variety of different topics surrounding sport, the community and encouraging healthy lifestyles

<https://www.healthclubmanagement.co.uk/digital/index1.cfm?mag=Health%20Club%20Management&codeid=3731&linktype=homepage&ref=n> – Health Club Magazine

Podcasts/Websites

<https://www.leisureopportunities.co.uk/sectors/news/State+of+the+UK+Fitness+Industry+Report> – Lots of interesting information about the sport and fitness industry

<https://www.sportsmanagement.co.uk/index.cfm> - General website for sports facility based jobs and information

<https://www.sportandrecreation.org.uk/pages/grassrootsguide> - A guide to the sporting landscape in the UK

<https://www.sportandrecreation.org.uk/pages/national-governing-bodies> - A list of National Governing Bodies of Sport

<https://network.streetgames.org/resource/community-cohesion-and-sport-information-and-guidance-delivery-staff> - Community cohesion through sport

<https://www.ukactive.com/news/fitness-and-leisure-sector-to-offer-free-sessions-for-up-to-100000-people-through-social-prescribing/> - Article about socially prescribed exercise sessions

<https://blog.nasm.org/how-to-clean-your-gym> - Tips on how to keep the gym clean

<https://careers-in-sport.co.uk/wp-content/uploads/2019/11/Recreation-Assistant.pdf> - Roles and responsibilities of a recreation assistant

<https://www.inputyouth.co.uk/jobguides/job-leisurecentreassistant.html> - Skills and behaviours needed to be a recreation assistant

Understanding the sport and recreation landscape	
Description	This comprehensive report outlines the sporting landscape in the UK, including the organisation of sports organisations the role they play in grassroots sport and physical recreation.
Supports	Learning aim A
Format	Website
Screenshot	Local authorities Local authorities have a central role to play when it comes to the provision of community sport and recreation. Local authorities are the biggest public sector investor in sport and physical activity, spending over £1 billion per year, excluding capital spend. From local parks to leisure centres, they provide opportunities for local communities to be active and to participate in grassroots sport and recreation of all kinds. In addition, local authorities are responsible for the health outcomes for their local populations following reforms to the public health framework in April 2013. Investing in grassroots sport and recreation is therefore an important means of delivering improved public health at a local level. However, there currently isn't a statutory requirement on local authorities to provide sport and recreation and, in the current constrained financial environment, it remains a challenge for local authorities to support sports programmes, clubs and community facilities. Home Sports Councils In broad terms, the home nations' four Sports Councils – Sport England, Sport Scotland, Sport Wales and Sport NI – are responsible for strategic funding of grassroots sport and recreation in their respective countries. UK Sport is the UK-wide Sports Council responsible for strategic investment in elite-level Olympic and Paralympic Sport. Sport England launched its new strategy Towards an Active Nation in May 2016, with the aim of targeting investment in grassroots sport to deliver against the five Navigate through the report What is this Guide and who is it for? Section 1: Understanding the sport and recreation landscape Local authorities Home Sports Councils National governing bodies Regional and local partnerships School sports organisations Equality and diversity organisations The Sport and Recreation Alliance Section 2: School provision Section 3: Grassroots clubs Section 4: Outdoor Recreation Section 5: The health and social value of grassroots sport and recreation Section 6: What does success look like? Case Studies

Link	https://www.sportandrecreation.org.uk/pages/grassrootsguide
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Responsibilities of a recreation assistant	
Description	A list of the key responsibilities of a recreation assistant
Supports	Learning aim B
Format	Website
Screenshot	3.1 Principle Responsibilities • Preparing activity areas to include the safe setting up/dismantling of equipment and ensuring that all equipment is stored safely and securely when not in use. • Monitoring and helping to maintain a safe and comfortable leisure centre environment by implementing organisational maintenance schedules. • Ensuring the highest possible standards of hygiene and cleanliness are maintained by carrying out routine and other cleaning tasks when required. • Assisting customers with enquires in a friendly and effective manner, proactively developing and maintaining high standards of customer care. • Resolving customers' problems, including situations where there is disagreement over the actions and outcomes involved. • Working as part of a team to ensure the smooth operation of the facility. • Following Normal and Emergency Operating Procedures. • Accurately filling in forms or reports relating to their normal duties. • Taking occasional responsibility for the induction and development of new members of staff. • In a wet-side facility, supervising the safety of the swimming pool environment and working to prevent accidents and emergencies. • Meeting the training and development requirements of the job role. • Working within the job role description at this level, recognising the standards and professional limitations that this provides, referring to appropriate members of staff for guidance and support. 3.2 Other • To administer First Aid as required. • To act in accordance with, and actively promote, GLL's policies and standards. • To undertake any other duties commensurate with the post's level of responsibility
Link	https://careers-in-sport.co.uk/wp-content/uploads/2019/11/Recreation-Assistant.pdf

Skills and qualities needed to be a recreation assistant	
Description	A list of the key skills and personal qualities needed to be a recreation assistant.
Supports	Learning aim B
Format	Website
Screenshot	SKILLS AND PERSONAL QUALITIES NEEDED Leisure centre assistants need to: 📄 Be able to work well as part of a team. 📄 Have a friendly, helpful attitude. 📄 Be aware of health and safety issues. 📄 Have good communication skills. 📄 Be physically fit. 📄 Be energetic and enthusiastic. 📄 Be able to cope with emergencies. 📄 Be able to deal with problems. 📄 Be willing to do routine tasks. 📄 Be flexible and able to move quickly from one job to another. 📄 Be prepared to do training courses when necessary. YOUR LONG TERM PROSPECTS With experience and qualifications, there are opportunities for progression. For example, it is possible to move up to senior leisure centre assistant or supervisor, then to duty or assistant manager, operations manager, and leisure centre manager. Some assistants transfer into related jobs such as fitness or aerobics instructor, coach, or lifeguard. It may be necessary to move to another centre to take up some posts.
Link	https://www.inputyouth.co.uk/jobguides/job-leisurecentreassistant.html

Unit 3: Recreation Assistant Customer Service Skills

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Recreation Assistant)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand the importance of and be able to provide effective customer service when working as a recreation assistant.	• Sport and active leisure sector • Recreation assistant role within a sport or leisure facility
In what working situations would you use it?	When working as a recreation assistant or undertaking responsibilities associated with a recreation assistant in a sport or leisure facility.	

Key terms and concepts

Local demographics

The term 'local demographics' refers to statistical data about the characteristics of the local population. This might include factors such as their ages, sex, income, ethnic origins, spoken language/s etc. Being aware of the demographics that make up given group/s or geographical area/s can be useful, as it allows decisions to consider these aspects, ensuring that services best suit the wants and needs which are often determined by or linked to these factors.

Social inclusion

Is defined as the process of improving the terms of participation for those members of society who are often disadvantaged or who do not enjoy the same standard of living as 'normal'. This can be through enhanced opportunities, greater access to resources, listening to and catering for their specific wants and needs, respecting differences and other strategies that ensure these individuals/groups feel valued and their rights respected.

Customer journey

Refers to the 'journey' that the customer goes on throughout their time in an organisation, encompassing all the experiences they have with the organisation from their first interaction to the time they reach their goal/leave.

Active listening

Is concerned with more than simply hearing what others are saying, it involves making an active effort to listen, being seen to be listening (by maintaining eye contact, looking interested etc.), reading visual cues (e.g., considering the speaker's non-verbal communication as well) and fully understanding what's being said before selecting an appropriate response.

Conflict management

The word 'conflict' can sound quite severe, but really conflict management is simply the process by which any disagreement, frustration or difference of opinion is dealt with.

Feedback cycle

Also known as the feedback loop, this is a series of steps that organisations often take to ensure that feedback is gathered and dealt with in the most effective way. The exact process can vary from one organisation to another, but broadly the feedback cycle includes: gathering feedback in an appropriate way (or receiving and recording it in an appropriate way if it arrives unsolicited), analysing the feedback, doing 'something' with the feedback (e.g. using it to improve highlighted services etc.) and finally reporting back to the person/people who provided the feedback to let them know they have been heard and their thoughts have been considered and acted upon where necessary.

Industry Resource Links

Social Media

@JuliaAhlfeldt

@cxuniversity

@cxupdate

@billquiseng

@CXPA_Assoc

@CXJourney

@jeanniecw

@SteveDiGioia

@dgingiss

Textbooks/Journals

<https://jech.bmj.com/content/jech/early/2018/01/12/jech-2017-209882.full.pdf> -

Research paper on the impact of free leisure facility use on activity uptake

https://www.researchgate.net/publication/248982242_Influence_of_Socio-Demographics_and_Residential_Environment_on_Leisure_Activity_Participation - Research paper on the link between demographics and leisure activity participation

https://www.researchgate.net/publication/225106381_Sport_and_Social_Inclusion_Evidence_from_the_Performance_of_Public_Leisure_Facilities - Research paper on sport and social inclusion

Pennington A, The Customer Experience Book – How to design, measure and improve customer experience in your business, Pearson, 2016, 9781292148465

Podcasts/Websites

<https://www.glofox.com/blog/defining-the-member-experience/> - What do people want in a gym?

<https://www.acefitness.org/education-and-resources/professional/expert-articles/5260/the-importance-of-identifying-your-client-s-why/> - Identifying a client's needs and wants

<https://www.waldenu.edu/online-bachelors-programs/bs-in-communication/resource/eight-effective-ways-to-communicate-with-customers> - Effective ways to communicate with customers

<https://www.keepme.ai/blog/forms-of-communication-members-appreciate/> - How to communicate with gym users

<https://www.ihrsa.org/improve-your-club/why-making-your-gym-more-inclusive-is-good-for-business/#> - How to make gyms more socially inclusive

<https://www.mindbodyonline.com/en-gb/business/education/guide/how-create-more-inclusive-fitness-business> - How to create a socially inclusive fitness business

<https://dma.org.uk/article/6-ways-to-manage-your-customer-expectations-when-times-get-tough> - 6 ways to manage customer expectations

<https://callminer.com/blog/25-conflict-resolution-strategies-for-customer-service> - Conflict resolution strategies for customer service

<https://www.salesforce.com/products/service-cloud/best-practices/important-customer-service-skills-list/> - Customer service skills

<https://blog.hubspot.com/service/building-rapport-with-customers> - How to build rapport with customers

<https://www.helpscout.com/blog/customer-feedback/> - Customer feedback – why it's important and how to get it

<https://hiverhq.com/blog/collect-customer-feedback> - How to collect and use customer feedback

The importance of positive member experiences	
Description	This article explains why positive member experiences are crucial for a gym or fitness facility's success.
Supports	Learning aims A and B
Format	Website
Screenshot	Why a Great Member Experience is Crucial For Success In this section, I'll outline an example to highlight why a great member experience is crucial for success. Pre-Covid, the member experience at my gym was exceptionally average. The physical gym itself was great; it had everything you'd expect from today's boutique gyms: top-quality fitness equipment, training zones, and a selection of small group classes with edgy lighting and pumping music. But in my first few months of joining, there was nothing about the experience prompting me to think, "I love my gym." I wasn't raving about it to friends or trying to drag them along with me, and I didn't feel like I was a part of anything. I was just there to exercise. For me, the gym had failed to create a sense of loyalty, and soon, I began trial hopping at some gyms near my office. When Covid came along, my gym quickly pivoted to providing online workouts, but with no sense of loyalty, I canceled my gym membership and sought out alternative online fitness options. I didn't leave my gym because I'd had a "bad" member experience, but it's safe to say I didn't have an "exceptional" one either. I could access great equipment and classes at a fair few
Link	https://www.glofox.com/blog/defining-the-member-experience/

Important customer service skills	
Description	This list of important customer service skills is supported by relevant statistics, presented in an easy to digest format.
Supports	Learning aim B
Format	Website

Screenshot



Link

<https://www.salesforce.com/products/service-cloud/best-practices/important-customer-service-skills-list/>

Why and how to collect customer feedback	
Description	This article outlines the importance of collecting customer feedback and includes a range of different ways in which this can be sought and used.
Supports	Learning aim C
Format	Website
Screenshot	The best ways to collect customer feedback There are hundreds of survey tools to collect feedback from customers. Here, we'll talk about the most popular and effective ways to collect customer feedback. 1. Long form-based surveys The most common way of collecting customer feedback is survey forms with a set of questions that are usually sent in an email. The one thing you have to always keep in mind here is to not get carried away and ask too many questions. Survey Monkey states that the connection between the number of questions and the time spent answering each question is not linear. The more questions your survey has, the less time your respondents spend, on average, answering each.
Link	https://hiverrhq.com/blog/collect-customer-feedback

Unit 4: Working as a Recreation Assistant

Qualification(s) this unit applies to

BTEC Level 2 Sports Industry Skills (Recreation Assistant)

	Context and examples	Sector roles/environments
Why is the learning in this unit important for working in the sector?	To understand relevant legislation, policies and procedures and use these, along with other knowledge, skills and behaviours when carrying out the role and responsibilities of a recreation assistant.	• Sport and active leisure sector • Recreation assistant role within a sport or leisure facility
In what working situations would you use it?	When working as a recreation assistant or undertaking responsibilities associated with a recreation assistant in a sport or leisure facility.	

Key terms and concepts

Normal operating procedures

These are the documented processes that an organisation has in place to ensure that services are delivered effectively and consistently every time by everybody. Normal operating procedures are often written as a step-by-step series of instructions that employees can follow to accomplish a given task, ensuring company and industry standards are met.

Emergency action plan

An emergency action plan will include processes to follow in the event of a range of emergencies, such as fire, serious accident, bomb, or terrorist threat etc. A person working as a recreation assistant will need to be familiar with the steps they must take in an emergency, as service users may well look to them to lead if a highlighted situation occurs.

Admissions policy

Refers to the rules under which a club, group, organisation, or facility will admit customers/participants. An admissions policy may include rules and/or guidance regarding customer/participant age (e.g., no unaccompanied children), ability (e.g., at a selective sports club or team), behaviour (e.g., no swearing), processes to be followed (e.g., security procedures) and/or expectations (e.g., wiping down equipment after use).

Own scope of expertise

Just like any position of responsibility, a recreation assistant must always work within their own scope of expertise. This might include only undertaking repairs to equipment and machinery that they are qualified and insured to make, as well as ensuring that during their interactions with customers, any advice they offer, is again within the bounds of what they are qualified to give.

Safe systems of work

Refers to the processes that are followed to ensure work related tasks are completed in a safe manner. This might include using PPE when necessary, completing risk assessments, familiarisation with emergency procedures, following manufacturers guidelines when setting up, taking down, storing, and maintaining equipment and machinery, using safe manual handling techniques, adhering to regulations for waste management, storing and using chemicals etc.

Cleaning routines/schedule

Although some cleaning will be done on an ad hoc basis (as and when necessary, following a spill, accident etc.) there is likely to be a cleaning schedule which identifies what must be cleaned, how often and by whom. Likely areas include toilets and showers, swimming pool and poolside, gym floor, equipment, and machines. Even though cleaners may be employed to undertake a more formal cleaning routine, recreation assistants and other staff members may be expected to carry out some checking and cleaning throughout their shift to ensure all areas are hygienic and pleasant for customers to use.

Waste management

Managing waste can be more complex than it may at first seem, especially in a large facility or organisation. Some waste is classed as hazardous (e.g. cleaning products, pool chemicals etc.) and must be disposed of in line with regulations (e.g. COSHH regulations for Control of Substances Hazardous to Health), much waste is non-hazardous and so, in theory, can be disposed of in a regular bin, but most organisations will have environmental and sustainability goals they are working towards, so will separate non-hazardous waste into what can be recycled (which may need further sorting into glass, paper etc.) and what can't. There may also be a need to educate service users so that they can play their part (e.g., using the correct bin, being encouraged to reduce single use plastic etc.)

Industry Resource Links

Social Media

@Fit_Equip_Cafe

@Technogym

@clubsolutionsma

@HealthClubNews

Textbooks/Journals

<https://www.hse.gov.uk/pubns/elecjnls.htm> - A range of newsletters related to specialist subject areas

<https://www.sciencedirect.com/journal/safety-and-health-at-work/about/aims-and-scope> - Quarterly health and safety at work journal

Podcasts/Websites

<https://www.worksafe.uk.com/health-and-safety-legislation/> - A list of UK health and safety legislation

<https://www.gov.uk/guidance/equality-act-2010-guidance> - The Equality Act 2010

<https://www.sta.co.uk/policies/safeguarding-policy/> - Safeguarding information and advice in a sport/leisure setting

<http://www.worthingswimmingclub.org/Info/neweap-WSC.pdf> - An example emergency action plan

<https://www.thegymgroup.com/legal/the-gym-membership-rules/> - Membership rules/admissions policy

<https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm> - Risk assessment templates

<https://www.everyoneactive.com/legal-policies/equality-and-diversity-policy/> - Example equality and diversity policy

<https://www.youthsporttrust.org/programmes/search> - Examples of sport, fitness and health initiatives run by the Youth Sport Trust

<https://campaignresources.phe.gov.uk/resources/campaigns> - national health-based initiatives

<https://www.fitandme.com/guide-gym-equipment-names-how-to-use/> - Equipment you'd find in a gym, including how to use videos for each piece

<https://blog.gyminsight.com/1292-how-to-make-your-health-club-more-green-now/#> -

How to make your gym more green

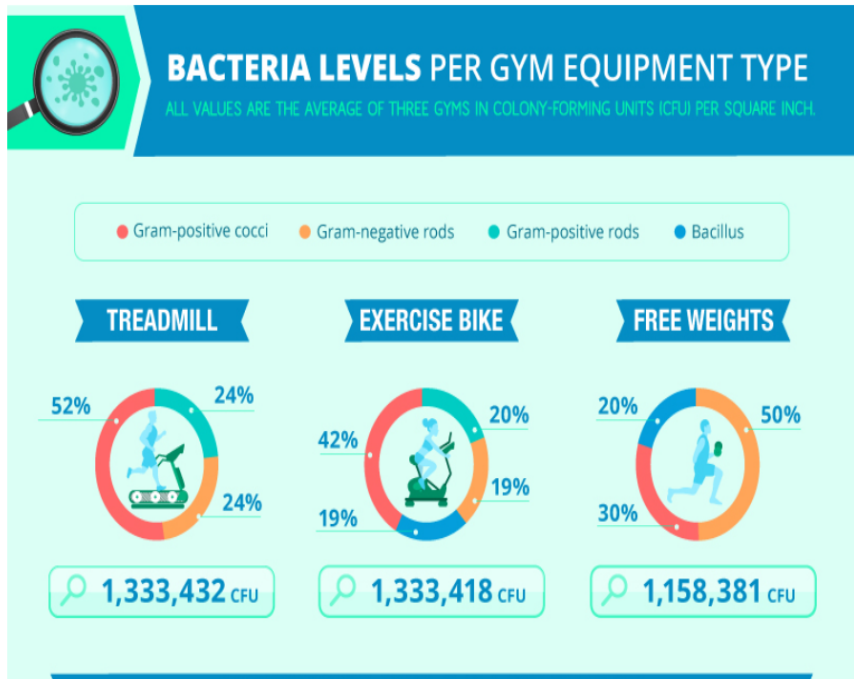
<https://blog.bunzlchs.com/download-cleaning-schedule-supply-template-gyms/> - How

and why to keep the gym clean

Health and safety legislation	
Description	A list and summary of each piece of health and safety legislation relevant in the UK.
Supports	Learning aim A
Format	Website
Screenshot	List of Health and Safety Legislation • Health and Safety at Work etc Act 1974 • Management of Health and Safety at Work Regulations 1999 • Workplace (Health, Safety and Welfare) Regulations 1992 • The Health and Safety (Display Screen Equipment) Regulations 1992 • The Manual Handling Operations Regulations 1992 amended 2002 • The Regulatory Reform (Fire Safety) Order 2005 • RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995)
Link	https://www.worksafe.uk.com/health-and-safety-legislation/

Guide to gym equipment		
Description	This list includes a huge range of equipment you'd find in a gym, including explanations and, in many cases, videos of the equipment being used.	
Supports	Learning aim B	
Format	Website / video	
Screenshot	Cardiovascular machines The treadmill (aka running machine) Rowing machine (aka rower) Elliptical machine (aka cross trainer) Upright bike (aka stationary bike / indoor bike) Stair mill (aka stair climber) Recumbent exercise bike Spin bike (aka spinning bike / spinner / indoor cycle) Resistance machines Leg press machine (aka 45 degree leg press / horizontal leg press / vertical leg press / plate loaded leg press / selectorized leg press) Hack squat machine Leg extension machine Leg curl machine Seated calf machine Standing calf machine Leg abduction machine (aka abductor / leg adductor) Free weight equipment Standard barbell (aka barbell / free bar) Olympic barbell (aka Olympic bar) Fixed weight dumbbell (also simply referred to by their weight value) Adjustable dumbbell Standard weight plate (aka plate – or simply referred to by their weight value) Olympic weight plate (aka plate – or simply referred to by their weight value) Climbing rope Kettlebell (aka kettle) Exercise mat (aka core mat / yoga mat) EZ curl bar (aka EZ bar / curl bar) Triceps bar (aka tri bar) Flat bench (aka bench / bench press / utility bench / weight bench) Adjustable bench Olympic weight bench (aka Olympic bench) Incline bench (aka incline)	
Link	https://www.fitandme.com/guide-gym-equipment-names-how-to-use/	

The importance of cleaning in a gym

Description	This article explains the importance of keeping the gym clean, along with templates that can be used for cleaning schedules																								
Supports	Learning aim C																								
Format	Website																								
Screenshot	The next time you reach for a dumbbell or swipe the screen on your treadmill, here's the number of bacteria you could be getting up close and personal with: • Treadmill = 74 times more bacteria than a public bathroom tap • Free weights = 362 times more germs than a toilet seat • Exercise bike = 39 times more germs than a tray from a school canteen This study was performed before the spread of COVID-19, so when you add new and highly contagious bacteria into the mix, you can only imagine how dirty a gym can really be.  The infographic displays the following data: <table><thead><tr><th>Equipment Type</th><th>Total CFU</th><th>Gram-positive cocci (%)</th><th>Gram-negative rods (%)</th><th>Gram-positive rods (%)</th><th>Bacillus (%)</th></tr></thead><tbody><tr><td>Treadmill</td><td>1,333,432</td><td>52%</td><td>24%</td><td>24%</td><td>0%</td></tr><tr><td>Exercise Bike</td><td>1,333,418</td><td>42%</td><td>19%</td><td>19%</td><td>20%</td></tr><tr><td>Free Weights</td><td>1,158,381</td><td>30%</td><td>50%</td><td>20%</td><td>0%</td></tr></tbody></table>	Equipment Type	Total CFU	Gram-positive cocci (%)	Gram-negative rods (%)	Gram-positive rods (%)	Bacillus (%)	Treadmill	1,333,432	52%	24%	24%	0%	Exercise Bike	1,333,418	42%	19%	19%	20%	Free Weights	1,158,381	30%	50%	20%	0%
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