



## Unit 6: Exercise and Fitness Skills Development

### Delivery guidance

#### Approaching the unit

This unit gives the learner 'hands-on' practical experience of planning and instructing a gym-based induction and exercise session for specific clients. Therefore, access to a gym containing free weights, fixed resistance weights and cardiovascular equipment is essential. Learners will benefit from a site visit to a health and fitness centre to experience how a gym operates in this vast health and fitness industry. They will see and experience the different types of equipment available and the procedures in place to keep clients safe, whilst following an exercise programme for lifestyle management.

Learners will explore different methods that are used to screen clients before taking part in a gym-based exercise session, and how they are essential to the initial start of the client and fitness instructor relationship. Consequently, learners will also be able to learn and practise the skills required for effective client care and engagement. The exercise requirements and contraindications for specific populations will be explored to enable the learner to feel empowered about working with a variety of clients if they chose an employment route as a fitness instructor.

Learners will use all the skills and information to plan, deliver and instruct a gym-based induction and exercise session, using the principles of training, so they will need access to a participant with whom they can run the session.

#### Delivering the learning aims

##### Learning aim A

Learning aim A focuses on the customer care and practical screening process for clients before participation in a gym-based exercise session.

It is very likely that some learners may already have experience of taking part in screening themselves if they are members of a gym. However, some may not have any experience of going through a screening process and as such you will have to provide guidance and support to these learners to help them develop the knowledge and skills of the what and why in this area. You may wish to invite fitness instructors from a range of local sports-related organisations to talk about why it is important to screen clients and how they go about doing this in order to maximise customer satisfaction. They can also provide examples of screening questionnaires as well as giving simulated interviews with members of the class so that everyone can see what the process involves.

Visiting gyms that run sessions specifically for the types of client listed in the unit content may help learners to gain a better understanding of these clients' needs. Alternatively, learner' understanding of this area can be underpinned by visiting exercise instructors who can discuss (generically) these clients' requirements.

The benefits of regular physical activity can be understood by looking at case studies of clients when they have specific health conditions and learners can research and then present about the various methods available to improve client participation in regular exercise.



### **Learning aim B**

For this learning aim, learners should be engaged primarily in practical activities combined with some theoretical delivery around health and safety in the exercise environment, components of fitness and the principles of training.

Learners will need to be able to participate in and learn the key teaching and safety techniques for the types of exercise listed in the unit content, including cardiovascular exercises, fixed resistance machines, free weights, body weight exercises and flexibility training. This experience, whether new or existing, should be extensive enough to maximise engagement but inform planning of their own delivery of a gym-based session.

### **Learning aim C**

Learning aim C is an opportunity to develop presentation and role-play skills in order to fully appreciate the body systems, contraindications and exercise requirements of antenatal and postnatal women, older adults, adolescents and people with disabilities. This provides a deeper understanding of anatomy and physiology and how the many variations in these populations impact on the planning and delivery of an effective gym-based exercise session.

### **Learning aim D**

For this learning aim, learners should be engaged in practical experimentation combined with theoretical delivery. It would be a good idea for learners to work in pairs to deliver training for cardiovascular, fixed resistance, free weight and body weight exercises in the gym. They can then start to populate a session plan for a gym-based exercise session.

It is helpful if learners can work with participants who are not their peers or who are not being taught this unit. This will help them to learn to correct people and to spot incorrect techniques, as well as learning appropriate methods for optimal client engagement. If only peers are available, the participants are unlikely to use many incorrect techniques, as they should already know how to perform the exercises. Peer correction can also lead to a more relaxed approach that is not appropriate for clients in the industry.

Learners will need access to an appropriately equipped gym for the delivery and assessment of this unit, together with a willing participant to instruct in the summative assessment.

The formative gym instruction sessions could be visually recorded so that learners can see how they performed in the delivery of the session. They can also check if there are areas on which they could improve. Learners should also be encouraged to ask for feedback from the participant to find out if the gym-based exercise is appropriate in terms of selection of exercise, timing, motivation and teaching points. It would be beneficial if the feedback from participants also included strengths and areas for improvement in relation to the instructor's skill, such as communication and motivation.



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Explore methods of working with and screening clients to improve their lifestyle management</p>	<p><b>A1</b> Forming working relationships with clients</p> <p><b>A2</b> Client screening processes</p> <p><b>A3</b> Benefits of physical activity and exercise programmes</p> <p><b>A4</b> Methods to improve client participation in regular exercise</p>	<p>Video/audio evidence of the screening process with a client supported by a record of practical activity.</p> <p>Written report focusing on screening activity results, factors affecting safe exercise participation and recommendations based on the results and factors, supported by evidence of completed lifestyle screening activities.</p>
<p><b>B</b> Explore principles of exercise and training to develop fitness safely in an exercise environment</p>	<p><b>B1</b> Health and safety in an exercise environment</p> <p><b>B2</b> Types of exercise and exercise equipment</p> <p><b>B3</b> Principles of training</p> <p><b>B4</b> Components of gym-based exercise sessions</p>	<p>A written report and video/ audio evidence covering health and safety in an exercise environment that also compares different types of exercise and use of equipment for clients with different needs.</p> <p>Client programme cards and case studies for health and safety.</p>
<p><b>C</b> Explore specific populations exercise requirements and contraindications to exercise</p>	<p><b>C1</b> Antenatal and postnatal women</p> <p><b>C2</b> The older adult</p> <p><b>C3</b> Adolescents</p> <p><b>C4</b> People with disabilities</p>	<p>A written report or case study covering exercise requirements and contraindications for pre and postnatal women, the older adult and adolescents.</p>
<p><b>D</b> Plan and instruct clients through gym-based inductions and exercise sessions</p>	<p><b>D1</b> Planning and instructing a gym-based induction</p> <p><b>D2</b> Planning a gym-based exercise session</p> <p><b>D3</b> Instructing a gym-based exercise session</p> <p><b>D4</b> Reviewing own performance in providing gym-based exercise</p> <p><b>D5</b> Reviewing client's performance</p>	<p>Visual/audio evidence of learners instructing an exercise session. The session plan and an evaluative report of own performance and client's performance must be evidenced.</p>



## Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is important to note that, as stated in the *Further Information for Teachers and Assessors* within the unit, all practical assessment must be conducted in a **real-world environment**. This, where possible, should be in the workplace on the job at work, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement. Further information about this can be found on page 144 of the specification.

It is suggested that **learning aim A** and **learning aim B** are assessed in several linked tasks.

Firstly there would be a video/audio evidence of learners carrying out the screening process for two contrasting clients. This will be completed demonstrating methods of forming positive working relationships with those individuals. A written report will accompany this evidence, to provide an assessment of the client screening information and what lifestyle recommendations arise. The report will explore safe adherence to exercise and the benefits of physical activity and regular exercise for their health and wellbeing.

To support learners in their report writing, they should be encouraged to use headings and sub-headings. This report will support learners with their capacity to plan a gym-based session in learning aim D.

To access the higher grades, learners must be able to compare the client screening information in order to justify the lifestyle recommendations. This can be included in their written presentation.

For the third task, learners will need to complete a written report and provide video/audio evidence demonstrating health and safety in the exercise environment. This task will focus on the holistic environment, the specific safety with the exercise technique and safe use of an array of exercise equipment available in various forms of gym-based exercise. Learners are expected to show that they can demonstrate an exercise technique with accurate instruction and safe guidelines.

Learners will also need to provide a series of session plans following the principles of training and developing a specific component of fitness for a client they will receive as a case study. For B.M2 and AB.D1, the learner may accompany their practical application with evidence of a justification of why session plans have been provided for two contrasting clients.

**Learning aims C** and **D** are assessed in the second assignment.

For the first task, case studies are used to explain and assess safe and effective exercise prescriptions and plans for a specific population group, fully explaining why each exercise is appropriate. Learners can produce safe and effective exercise prescriptions and plans for a specific group, fully explaining why each exercise is appropriate. Learners must be given the opportunity to practise preparing safe, effective and comprehensive exercise prescriptions and exercise session plans for a specific group. Learners need to understand the possible adaptations needed to meet the needs of specific groups so that they can tailor their plan appropriately. Learners must be aware of all possible contraindications to exercise that the specific group might have so that their plan is relevant to their specific group and the individuals within it. Learners will benefit from



evaluating each other's exercise plans so they can identify and evaluate strengths and weaknesses. This will enable them to explain whether exercises are appropriate for the group.

The findings from the case studies will instil an awareness to be able plan **and** instruct a gym-based induction and exercise session, which comprises the second task. The learner can then choose a model of review to describe and discuss their own and the client's performance. For a higher grade, D.M4, the review is developed by making recommendations for future improvements. The findings of the review will be key for an evaluation (CD.D2) of the session(s) delivered with a view to justifying the recommendations made and the exercise adaptations required and why.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

You will find it particularly useful to introduce this unit by arranging guest speakers from the health and fitness and sports industry who work in gyms.

These speakers will be able to give learners an insight into the health and safety aspects of instructing gym-based exercise sessions, the screening process and the types of participant they work with. This could be set up as a careers fair type format or with formal presentations.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g., screening process, types of exercise, types of participant, types of gym-based exercise equipment and sessions available. Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to learners focuses on their requirements.

Differentiation is essential during the delivery process; understanding and knowing your learners will enable you to do this effectively. Some learners may already have experience of participating in gym-based exercise sessions, so they will have a very good idea about what the session entails. It is therefore very important that, when learners are carrying out group work, they are of mixed abilities to provide peer support as well as stretching more able learners. The assessment criteria command verbs will need to be fully understood by learners, which can be developed by:

- questioning learners appropriately
- putting up posters around the learning environment with definitions of each command verb
- independent research.

### Learning aim A - Explore methods of working with and screening clients to improve their lifestyle management

- Learning aim A is about ensuring learners develop the skills and understanding of the screening process for clients and how this informs the management of their lifestyle.
- For **A1** and **A2**, an organised visit to a health and fitness club or centre will provide excellent insight into the health screening process used as part of a gym induction. Observation and experience of the process first-hand will demonstrate how the screening methods look. The nature of the relationship between the client and fitness instructor will also bring so much of the customer care and the types of screening alive.
- Before the visit, in pairs or small groups learners can design an observation sheet to be able to record observations on customer service, communication and engagement, qualities of a fitness instructor and the health and safety guidelines and instructions they encounter. All of which can be discussed and reported back when back in the learning environment in preparation for the summative assessment.
- It is worth noting that the health and safety observations will support learning in **B1**. If possible, it is recommended that learners ask to see risk assessment documentation and the tutor requests permission to capture multiple images of the different



environments/areas and equipment within the venue.

- Visual examples of screening documentation before a visit should be made accessible to learners. This can be supported by a formal presentation covering legal aspects and client confidentiality.
- Learners produce posters on health assessments, covering the key areas. In order to encourage full knowledge and understanding, learners are required to complete a five-minute demonstration of an allocated health assessment. Materials produced should be copied and shared so that all learners have information on all screening assessments.
- To support this, learners use their posters to practise performing the tests as listed in the specification on a partner. Following this, they will be required to understand the contraindications and limitations of using the assessments.
- For **A3**, the gov.uk website shares government health agendas and, in most of these, physical activity is recommended to prevent and manage common or long-term health conditions. Orientating the website and viewing some of these agendas is a good introduction to the benefits of physical activity.
- In pairs or small groups, learners are allocated a common health problem as listed in the specification. They design a presentation on the nature of this condition and how physical activity can prevent or support with the management of it. Again, the materials produced should be copied and shared so learners have information on all health conditions.
- To affirm the knowledge of the benefits of physical activity, learners are asked to view some case studies of clients with a health condition/s. To practise their own communication skills and self-presentation as listed in **A1**, learners are asked to do face-to-face feedback on how regular exercise will support the client in their management of the condition. This will be initially modelled by the tutor and can be captured by video so the learner can watch back and review the skills and qualities used.
- For **A4**, the case studies can be revisited for the tutor to introduce the array of methods to improve the participation in regular exercise for this particular client.
- Learners use this and suggest methods via a written report for the client they have already completed face-to-face feedback with on the benefits of the exercise. The report allows the learner to assess the context for this particular client and then which methods would be appropriate and why.
- To work at a higher level, learners could complete this report for two contrasting clients and contexts. This will show a clear comparison and justification of the methods chosen.

### **Learning aim B: Explore principles of exercise and training to develop fitness safely in an exercise environment**

- Learning aim B includes the active experimentation with the exercise environment and understanding of how to develop fitness safely and in line with health and safety regulations.
- For **B1**, learners will need to revisit their observation sheets from the facility visit in learning aim **A**, with particular attention to the health and safety findings. This coupled with tutor-led delivery will develop an understanding of how the exercise environment is kept clean and safe and the risk assessment procedures.
- The images captured by the tutor during the visit can be laminated and used as a resource in small groups. Learners can identify potential hazards or discuss how the hazards have been eliminated or minimised. A risk assessment document can be completed for this specific area of the facility.



- Providing case studies of a 'day in the life' of a fitness instructor, leisure attendant or facility manager will demonstrate the high profile, health and safety has in their daily work, but also provide insight into how they deal with accidents, injuries and illnesses. Learners can create their own diary entry or comic strip to demonstrate understanding of the legislative rights and responsibilities.
- A guest speaker could be invited in to show how their work in the exercise and fitness environment is governed by health and safety. Learners can make notes, ask questions to deepen their understanding and then use this to add or develop this diary entry / comic strip.
- For **B2** and **B4**, learners will access the types of exercise and exercise equipment so that they are equipped with the components to be able to plan and instruct a gym-based session in learning aim D.
- Learners can visit the same gym or an alternative facility or use the centre-based gym as a participant in the following exercises:
  - cardiovascular machines
  - free weights
  - resistance machines
  - body weight exercise.
- In order to do this, the learner will need to go through the process of a gym induction, also vital for assessment in learning aim D.
- Learners should have access to the full range of cardiovascular exercises and equipment in the unit content and be shown how to use it correctly and safely. They should then perform the exercise over a number of sessions to gain experience of how the exercise feels and how to increase and decrease the intensity. The training methods for cardiovascular exercise, as listed in **B3**, can also be practically applied so that learners know the differences and benefits of each type.
- As confidence develops, each learner can instruct a peer how to use the equipment safely, taking into account the correct positioning and intensity and training method for that person.
- Learners should have access to the full range of fixed resistance exercise equipment in the unit content and be shown how to use it. They should then perform sets and reps of that exercise to gain experience of how the exercise feels and how to change the weights or reps and sets to increase strength or muscular endurance. The training methods for resistance exercise, as listed in **B3**, can also be practically applied so that learners know the differences and benefits of each type in developing along the MSE (Muscular Strength and Endurance) continuum.
- Learners can then instruct a peer how to use the equipment safely, taking into account the correct positioning and weights for that person and experiment with the methods of resistance exercise.
- Learners can take part in a full class session where each free weight exercise is demonstrated and key teaching points are provided, along with the primary and secondary muscle groups involved. Having a visual muscle chart available supports this learning. Learners then need to teach each other in a one-to-one situation each of the free weight exercises, providing accurate demonstrations and appropriate teaching points and demonstrating effective spotting technique.
- Learners can take part in a full class session where each body weight exercise is demonstrated, and key teaching points are provided. Learners then need to teach a small



group one of the body weight exercises, providing accurate demonstrations and appropriate teaching points. This would be a suitable time to utilise the flexibility exercises as listed in **B3**.

- Alternative and adapted exercises for each type of exercise should be discussed in a combination of theory and practical sessions so that learners can experience the adapted exercise and know how to demonstrate it accurately in order to programme their learning with a view to planning exercise for health benefits.
- For **B3**, learners reflect on these exercise sessions and identify the components of health-related and skill related fitness components used. This can be accompanied with a video montage of specific exercise groups performing the exercises. These are:
  - adolescents
  - adults
  - older adults
  - ante and postnatal women
  - people with disabilities.
- Learners can apply their knowledge and explain which components are being developed. This will move into tutor-led delivery on physical activity guidelines for these groups and how the principles of training can be applied as part of an exercise prescription. The reflection should be presented as session plans.
- Ask learners to work in pairs to produce a template they can use as a session plan. The template should include areas to input all the knowledge they need for their eventual plan in learning aim D. Learners should ensure they include the following in their template:
  - knowledge of people (e.g. size of group, age, ability/level of performance, individual needs)
  - knowledge of environment (e.g. community hall/small indoor space, outdoor grass)
  - knowledge of equipment (e.g. basic equipment, complex, specialist equipment)
  - aims and outcomes
  - selection of activities
  - differentiation
  - contingency planning
  - health and safety considerations (risk assessment, compliance with legislation and first aid).
- Learners to share their templates with others so that they can review them and identify any areas for improvement.

### **Learning aim C: Explore specific populations exercise requirements and contraindications to exercise**

- Learning aim C is focused on specific populations, their physical activity guidelines and contraindications. This will lead to learners being able to plan accurately to develop health and fitness benefits for each group.
- The five specific populations can be divided amongst learners:
  1. antenatal women (C1)
  2. postnatal women (C1)
  3. the older adult (C2)



4. adolescents (C3)

5. people with disabilities (C4).

- In small groups, they utilise independent research and tutor support to plan and deliver a presentation. The format of the presentation is decided and agreed by learners and needs to include the following five sections:
  - introduction to the group (i.e. types, definitions, functional status)
  - changes to body systems
  - contraindications
  - symptoms to identify if exercise needs to be stopped
  - exercise requirements.
- Learners use the presentations as an opportunity to make their own notes, however the materials used can be copied and shared with all in order to support the planning process required for learning aim D.
- You could check learner understanding of contraindications for exercise by using a formative assessment activity. This could be carried out as a role play where the learner takes on the role of the fitness instructor and explains to the client what their contraindication means in terms of exercise adaptations.
- Observe their role play and check that learners understand how to produce a safe exercise prescription plan by evaluating a client's circumstances and adapting each exercise as appropriate.

**Learning aim D: Plan and instruct clients through gym-based inductions and exercise sessions**

- Learning aim D encompasses all learning and will primarily involve practical delivery, as the learners will gain experience of planning, instructing and reviewing a gym-based induction *and* exercise session.
- For **D1**, learners need to retrieve their observations from learning aim **A** and, in pairs, work together and complete some mock gym-based inductions with a range of different people. The individual acting as the client can highlight areas of strength and areas of improvement for the induction delivery.
- For **D2**, learners update the session plan template from learning aim **B** and plan a safe and effective gym-based exercise session. Depending on class numbers, this can be to either an individual or small group. As well as planning the components of the session, learners will need to show evidence of a risk assessment and have the opportunity to informally practise the welcome session and how to conclude the session effectively.
- For **D3**, learners experience instructing their planned session. They need to become familiar with delivery of an exercise session to ensure it becomes a success. As well as the delivery of the specific exercise techniques, learners also need to demonstrate:
  - re-session checks
  - carry out a welcome and introduction and prepare the client
  - select the appropriate communication types when providing teaching points, relevant terminology and when monitoring client understanding
  - select the appropriate body positioning and language
  - carry out effective monitoring of safety
  - adapt exercises as required



- close the session.
- After delivering their exercise sessions, for **D4**, learners need to review their own performance in the session. They need to be able to collect and use feedback from the group or individuals to carry out an evaluation of how well the exercises met their needs, how effective the instructor was and if the adaptations worked well.
- You could show learners a range of feedback methods and then discuss how to best collate feedback. This should include how to identify the learners' (leaders') relationship with the group and individuals, the success of the session and any areas to improve on when delivering the session.
- A class discussion to consider the value of reviewing exercise sessions is beneficial. This should include improving personal skills, the quality of the exercise session and the different ways to improve delivery of the exercise session. This will involve the appropriateness of the activities, time allocated to activities, leadership styles and enjoyment. This could develop into how to use the review process well in their career development.
- With feedback collected from their exercise session, for **D5**, learners need to identify activities to review their client's performance – monitoring short- and long-term targets (e.g. SMART targets), opportunities for recommendations and other types of training that will help the client achieve their goals.



## **Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

This unit links to:

- Unit 2: Health, Wellbeing and Sport
- Unit 7: Personal Training and Programming
- Unit 8: Anatomy and Physiology for Exercise and Physical Activity
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 15: Developing Coaching Skills
- Unit 17: Inclusive Coaching
- Unit 18: Sport and Leisure Facilities Management
- Unit 19: Sport and Leisure Facility Operations
- Unit 34: Sports Development.

## **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### **Textbooks**

Adams GM, *Exercise Physiology Laboratory Manual: Health and Human Performance* (Fourth Edition), McGraw Hill Higher Education, 2001 ISBN 9780072489125

Allen MB, *Sports Exercise and Fitness: A Guide to Reference and Information Sources*, Libraries Unlimited Inc, 2005 ISBN 9781563088193

American College of Sports Medicine, *ACSM's Guidelines for Exercise Testing and Prescription* (Seventh Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781745901

American College of Sports Medicine, *ACSM's Health-Related Physical Fitness Assessment Manual* (Second Edition), Lippincott Williams and Wilkins, 2007 ISBN 9780781775496

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2007 ISBN 9781408178263

Franks BD and Howley ET, *Fitness Leader's Handbook* (Second Edition), Human Kinetics Europe, 1998 ISBN 9780880116541

Hazeldine R, *Fitness for Sport*, The Crowood Press, 2000 ISBN 9781861263360

Heyward VH, *Advanced Fitness Assessment and Exercise Prescription* (Fifth Edition), Human Kinetics, 2006 ISBN 9780736057325

Howley ET and Franks BD, *Health Fitness Instructor's Handbook* (Fourth Edition), Human Kinetics Europe, 2003 ISBN 9780736042109

Maud PJ and Foster C, *Physiological Assessment of Human Fitness* (Second Edition), Human Kinetics Europe, 2005 ISBN 9780736046336



Powers SK and Howley ET, *Exercise Physiology: Theory and Application to Fitness and Performance* (Sixth Edition), McGraw Hill Higher Education, 2006 ISBN 9780071107266

Sharkey BJ, *Physiology of Fitness* (Third Edition), Human Kinetics, 1990 ISBN 9780873222679

Sharkey BJ and Gaskill SE, *Fitness and Health* (Sixth Edition), Human Kinetics, 2006 ISBN 9780736056144

Skinner J, *Exercise Testing and Exercise Prescription for Special Cases: Theoretical and Clinical Applications* (Third Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781741132

Stafford-Brown J and Rea S, *BTEC National for Sport and Exercise sciences* (Third Edition), Hodder Education, 2010 ISBN 9781444111989

Watson AWS, *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches* (Second Edition), Longman, 1996 ISBN 9780582091108

### **Journal**

*American College of Sport Medicine's Health and Fitness Journal* (Lippincott, Williams and Wilkins)

*British Journal of Sports Medicine* (BMJ Publishing Group Ltd)

*Exercise and Sport Science Reviews* (Lippincott, Williams and Wilkins)

*International Journal of Sport Science and Coaching* (Multi-Science Publishing)

*Medicine and Science in Sports and Exercise* (American College of Sports Medicine)

*Research Quarterly for Exercise and Sport* (Routledge)

### **Apps**

SworKit

Home workout

MyFitnessPal

### **Websites**

[www.1st4sport.com](http://www.1st4sport.com) – Coachwise

[www.bases.org.uk](http://www.bases.org.uk) – British Association of Sport and Exercise Sciences

[www.brianmac.co.uk](http://www.brianmac.co.uk) – BrianMac Sports Coach – resources and information on circuit training planning and delivery.

[www.humankinetics.com](http://www.humankinetics.com) – Human Kinetics

[www.pponline.co.uk](http://www.pponline.co.uk) – Peak Performance – articles and information on instructing exercise classes

[www.sportsci.org](http://www.sportsci.org) – Sport Science

[www.sportscoachuk.org](http://www.sportscoachuk.org) – Sports Coach UK

[www.topendsports.com](http://www.topendsports.com) – Topend Sports – articles and information on instructing exercise classes.

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*