

Information on VTCT

VTCT is an awarding organisation regulated by national organisations such as QCDA, Ofqual, SQA, DCELLS and CCEA.

VTCT offer a wide range of qualifications in various subjects such as sports therapy, health and fitness, hairdressing, beauty, holistic and complementary therapies, customer service, functional skills and others.

VTCT is also a registered charity, giving to facial disfigurement charities and educational causes.

Insurance

Learners who successfully complete this qualification must ensure they have suitable insurance prior to instructing exercise to music sessions to clients.

It is the responsibility of the instructor to gain all the necessary insurances if they are not covered by an employer's insurance when working with clients.

VTCT Level 2 Award in Instructing Circuit Training Sessions (QCF)

Approved by SkillsActive

VTCT code: AF20021

Accreditation number: 500/7528/7

Accreditation details

Accreditation start date: 01/09/2009

Accreditation end date: 31/12/2010

Certification end date: 31/12/2012

Guided learning hours (GLH): 35

GLH is an estimate of the time allocated to:

- *direct teaching*
- *instruction and formative (ongoing) assessment*
- *directed assignments or research*
- *supported individual study*

Learner initiated private study or preparation and marking of formative assessment is not taken in to account.

Credit value: 5

Qualification details

Introduction

The purpose of this qualification is to provide candidates with the knowledge, understanding and practical skills to plan, prepare, instruct and evaluate group circuit training sessions with music.

Progression

This qualification is focused towards candidates planning, preparing and instructing safe and effective physical activity for individual's in a circuit training session with music. It is recognised as an approved qualification for continued professional development (CPD) by the Register of Exercise Professionals (REPs) at Level 2. Successful completion of this qualification will provide candidates with 20 REPs CPD points. It also provides progression opportunities for additional VTCT Level 2 and 3 qualifications (e.g. Level 2 Certificate in Gym Instruction (QCF), Level 3 Diploma in Personal Training (QCF) and Level 3 Diploma in Advanced Exercise to Music (QCF)).

Units in the qualification

To achieve the Level 2 Award in Instructing circuit training sessions, the following mandatory units must be passed:

VTCT unit code	Ofqual unit reference	Unit title	Credit value	Guided learning hours (GLH)
UV20323	M/600/4543	Planning a circuit training session	1	10
UV20324	T/600/4544	Instructing a circuit training session	4	25

Signposting to key skills

All units within this qualification have been signposted to key skills:

Main key skills developed	VTCT units	
	UV20323	UV20324
Communication		✓
Information technology	✓	✓
Application of number	✓	✓
Wider key skills developed		
Working with others		✓
Problem solving	✓	✓
Improving own learning and performance		✓

There may be further opportunities for key skill development depending upon the teaching and learning and assessment activities implemented. Opportunities that exist for centres to further develop key skills, where appropriate, are encouraged by VTCT.

Centre guidance

Motivating, engaging and exciting learners

Tutors and assessors are encouraged to develop exciting and innovative ways of delivering this qualification. Learners will be more likely to become involved and enthused and find it easier to achieve all the learning outcomes if they find the process of learning motivating, engaging and exciting.

Learners will be expected to demonstrate knowledge and understanding of all learning outcomes for each unit. It is essential that the learner is provided with the opportunity to cover these in an interesting and motivating way.

Tutors and assessors requirements

In order to ensure that learners gain the most out of this unit, it is recommended that teaching is complemented by instruction from other personnel, such as industry specialists with relevant sector experience and practising work-based assessors with appropriate practical experience and evidence of relevant professional development.

Tutors must:

- hold a discipline specific qualification equivalent to the Level 2 Group exercise to music
- have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice;
- demonstrate active involvement in a process of industry relevant CPD during the last two years;
- be registered with the Register of Exercise Professionals (REPs) at Level 2.

Assessors must be in possession of or working towards an A1 qualification with extensive industry experience or knowledge.

Equipment requirements

The organisation delivering this qualification must provide: a sports hall or dance studio; equipment for circuit training sessions (mats, weights and resistance bands etc) and music.

Prerequisites

Candidates age 16+ are eligible for assessment.

Candidates must be in possession of at least one of the following:

1. VTCT Level 2 Certificate in Gym Instruction or equivalent qualification;
2. VTCT Level 2 Certificate in Exercise to music or equivalent qualification;
3. Other equivalent qualifications to those identified in prerequisites 1-2. These must be approved by VTCT. Please refer to the National Database for Accredited Qualifications (NDAQ) for further details (www.accreditedqualifications.org.uk).

Candidates holding non-accredited certificates may be considered for this qualification. However, training providers must apply accreditation of prior learning (APL), experience (APEL) or assessment (APA) as appropriate to ensure that the prerequisites are met. All evidence of APA and APL must be available to the VTCT external verifier upon request.

It is recommended that centres offering this qualification should have access to a sport or leisure facility. Centres are strongly advised to deliver this qualification with a practical focus.

Guidance on assessment

This book contains the units that make up the full qualification. Where indicated, VTCT will provide assessment materials. Assessment may be internal or external and the method of assessment is indicated in each unit.

Internal assessment

(any requirement will be shown on the unit)

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

External / independent assessment

(any requirement will be shown on the unit)

External assessment is set and marked by the awarding body. Independent assessment is set by the awarding body, marked in the centre, and sampled by VTCT external verifiers.

Assessors and internal verifiers MUST sign off:

- 1) each individual unit;***
- 2) record of assessment tables located at the end of this document when all assessment criteria have been achieved.***

All sections that must be signed are shaded in grey. All shaded sections must be completed before applying for certification.

Assessment explained

VTCT courses are assessed and verified by centre staff. Work will be set to improve the candidate's practical skills, knowledge and understanding. For practical elements, the candidate will be observed by the assessor. All work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this assessment record book.

The centre will have an internal verifier whose role is to check that the assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external verifier, appointed by VTCT, will visit the centre to sample and quality-check the assessments, internal verification process and the evidence. The candidate may be asked to attend on a different day from usual if requested by the external verifier.

This record of assessment book is the candidate's property and must be in their possession when they are being assessed or verified. It must be kept safe. In some cases the centre will keep it in a secure place. The book will be completed by the candidate and the course assessor to show achievement of all learning outcomes and assessment criteria.

Creating a portfolio of evidence

As part of this qualification the candidate is required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that have been learned. It may be in electronic or in paper format.

The assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete the qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

1. observed work
2. witness statements
3. evidence of prior learning or attainment
4. written questions
5. oral questions
6. assignments
7. case studies.

All evidence should be documented in the portfolio. Constructing the portfolio of evidence should not be left to the end of the course. Practical observation sheets are presented at the back of this book.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at www.vtct.org.uk/students. Other questions should be addressed to the tutor, lecturer or assessor.

Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

Assessment specification

This section provides an overview of the assessments that make up each unit in this qualification. Detailed information on specific assessments is provided within each unit.

UV20323 - Planning a circuit training session

- 1) Internally assessed portfolio of evidence

UV20324 – Instructing a circuit training session

- 1) Practical observation

Unit guidance

The following table provides a description of each section that makes up a unit:

Unit section	Description
VTCT unit code	This code is unique to the unit and should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
Level	Level is an indication of the demand of the learning experience; the depth and / or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the QCF.
Credit value	This is the number of credits awarded upon successful achievement of all unit learning outcomes. Credit is viewed as a numerical value and represents a means of recognising, measuring, valuing and comparing achievement.
Learning outcomes	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. <i>Learning outcomes are the results of learning.</i>
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet the learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. <i>Assessment criteria define the standard expected to meet the learning outcomes.</i>
Unit aims	This is a short overview of the unit content.
Details of the National Occupational Standards (NOS)	NOS relate to occupations or roles that normally involve learning and workplace practice to gain competence. It is important that NOS are represented and indicated in units.
Endorsement	This section lists the sector skills council (SSC), standards setting body (SSB) or other agency that approve or endorse the unit.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support candidates throughout a unit. Learner initiated private study, preparation and marking of formative assessment is not taken into account.
Unit content	This section presents the content that must be covered by the unit.

<p>Guidance on assessment</p>	<p>The following may be indicated:</p> <ul style="list-style-type: none"> • The mode of assessment (e.g. internal or external) • The method of assessment (e.g. portfolio of evidence, multiple choice examinations etc.) • Particular assessment material that must be used (where applicable) <p>Sample questions will always be provided when an examination forms part of the unit assessment.</p> <p>Where possible, VTCT will provide guidance and support on assessment.</p>
<p>Record of assessment</p>	<p>This section must be completed by the assessor and internal verifier (where applicable) and is a record of a candidate's achievements.</p> <p>It is a record of which assessment criteria have and have not been achieved.</p>

Level:	2
Credit value:	1
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
LO1: Know the benefits of circuit training	<p>AC1.1: List the benefits of circuit training</p> <p>AC1.2: Describe the different methods of circuit training</p> <p>AC1.3: Identify appropriate venues for circuit training</p>
LO2: Know the qualities and skills required of a circuit training instructor	<p>AC2.1: Describe the role of the circuit training instructor</p> <p>AC2.2: Describe the qualities of an effective circuit training instructor</p> <p>AC2.3: List ways of motivating class participants</p> <p>AC2.4: State the importance of professionalism for instructors</p>
LO3: Know how to collect and analyse relevant information	<p>AC3.1: Outline the factors which effect a participant's ability to exercise</p> <p>AC3.2: Describe reasons for temporary deferral of exercise</p> <p>AC3.3: Outline different methods of pre-activity screening for collecting appropriate information for circuit training</p> <p>AC3.4: Describe emergency procedures for the facility/organisation</p> <p>AC3.5: Describe how to identify and agree objectives for circuit training sessions</p>
LO4: Know how to plan safe and effective circuit training sessions	<p>AC4.1: Describe the importance of careful and thorough planning for circuit training sessions</p> <p>AC4.2: List factors to consider when planning circuit training sessions</p> <p>AC4.3: Apply the principles and variables of fitness to circuit training</p>

	<p>AC4.4: Identify appropriate timings for all components of circuit training sessions</p> <p>AC4.5: List the required information for circuit cards</p> <p>AC4.6: Describe the different types of circuit training layout</p> <p>AC4.7: List different exercises suitable for circuit training sessions, including alternatives, adaptations and progressions</p> <p>AC4.8: Explain how to use a range of equipment appropriate to the goals of circuit training sessions</p> <p>AC4.9: List the health and safety considerations relating to circuit training sessions, including potential hazards</p> <p>AC4.10: Describe what to look for when checking equipment prior to circuit training sessions</p> <p>AC4.11: Describe the legalities of the use of music in circuit training sessions</p> <p>AC4.12: Outline the suitability of different types of music for each component of circuit training sessions</p>
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Additional information about the unit

Unit aim(s)	To provide candidates with the relevant knowledge to plan circuit training sessions.
Unit expiry date	31/12/2010.
Details of the relationship between the unit and relevant national occupational standards (NOS)	<p>Level 2 Instructing Physical Activity and Exercise</p> <p>D414 – Plan and prepare group exercise sessions with music</p> <p>D415 – Instruct a group exercise session with music</p> <p>NOS produced by SkillsActive 2009.</p>
Details of the relationship between the unit and other standards or curricula	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is independently assessed. Please see the ‘Guidance on assessment’ chapter for further details.
Endorsement of the unit by a sector or other appropriate body	Approved by SkillsActive, the sector skills council for active leisure and learning.
Location of the unit within the subject/sector classification system	<p>08. Leisure, Travel and Tourism</p> <p>8.1 Sport, Leisure and Recreation.</p>

Name of the organisation submitting the unit	VTCT.
Availability for use	Private. For VTCT use only.
Availability for delivery	1/09/2009.
Guided Learning Hours	10.

Planning a circuit training session

Unit content

All content in this section must be covered when delivering this unit.

LO1: Know the benefits of circuit training

Benefits: components of physical fitness; weight management; social interaction; stress management; improved health; wellbeing; improved confidence.

Methods: time-based; repetition-based; continuous; command-based; sport-specific.

Venues: sports halls; gyms; community halls; outdoors.

LO2: Know the qualities and skills required of a circuit training instructor

Roles of the instructor: planning; teaching; evaluating; observation; client checks; motivation; demonstrations; instructions; coaching; health and safety.

Instructor skills and qualities: friendly; approachable; encouraging; motivating; active listener; sensitive; knowledgeable; non-judgemental; humorous; adaptable; patient; professional; facilitator; leadership skills; communication skills; awareness of health and safety.

Motivation: verbal and non-verbal; body language; volume and tone of voice; encouragement.

Professionalism: importance of; appearance; time-keeping; health and safety; risk assessment; REPs code of conduct.

LO3: Know how to collect and analyse relevant information

Information: personal goals; lifestyle; medical history; physical activity history; physical activity preferences; disability or communication needs.

Participant: experienced; inexperienced; mixed ability; participants with low fitness.

Factors affecting ability to exercise: injury; illness; level of fitness; previous experience; psychological condition; suitability of clothing; coronary heart disease risk factors.

Reasons for temporary deferral: injury; illness; psychological condition; suitability of clothing; CAD risk factors; a positive response on a par-q.

Pre-activity screening: verbal; visual; written, including PAR-Q; informed consent.

Emergency procedures: health and safety legislation; first aid; emergency exits; emergency phones; evacuation procedures; reporting procedures; accident report book.

Objectives: CV fitness; muscular endurance; muscular strength; muscular power; social; sport specific; improve motivation; address barriers to participation; improve skills and techniques; provide opportunities for fun and enjoyment.

LO4: Know how to plan safe and effective circuit training sessions

Importance of planning: professionalism; safety; effectiveness; adherence; objectives.

Planning considerations: venue; equipment; number of participants; level of participants; disability or communication needs; exercise preferences; layout; exercise selection; exercise order; timings; teaching position; screening; number of stations; repetitions; work/rest periods; active recovery; progressions; adaptations; alternatives.

Principles and variables of fitness: frequency, intensity, time /duration, type (FITT/FID); overload; specificity; progression, adaptation, adherence.

Timings of components: introductions; warm-up; demonstrations; main circuit; cool-down; ending the session.

Circuit cards: name of exercise; diagram; teaching points; adaptations; progressions; alternatives.

Circuit training layouts: square/rectangular; lined circuit; bow-tie; circular; corners.

Exercises: suitability; whole body and specific exercises; range of exercise types; examples including shoulder press, chest press, seated row, dumbbell flies, press ups, upright row, lateral raise, bicep curl, tricep dips, tricep extensions, prone flies, bent arm pullover, dumbbell lunge, barbell squat, dead lift, calf raise, bent over row, shrugs, single arm row, tricep kickbacks, sit-ups, crunches, twisting sit-ups, plank, back extensions, reverse curls, side bends, ladder drills, hurdle drills, medicine ball exercises, exercises using steps, stability ball exercises and plyometrics.

CV exercises: examples including shuttle runs, jogging on the spot, jumping jacks, spotty dogs, tuck jumps, squat thrusts, squats, lunges, squat jumps, alternate leg squat jumps, knee lifts, hopscotch, burpees, power squats and step-ups.

Equipment: barbells; dumbbells; bands/tubing; ladders; hurdles; medicine balls; steps; stability balls; mats, body bars, music system

Health and safety: venue; emergency procedures; screening; risk assessment; hazards including equipment, environment, planned activities and activities happening at the same time.

Equipment checks: barbell discs and collars; wear and tear; safe storage; safe manual handling techniques, cleanliness, use of electrical equipment (music system), storage.

Music: speed, type and suitability; warm-up; main circuit; cool-down; PPL licence; PRS licence; music company licences; legal implications.

UV20323

Planning a circuit training session

Guidance on assessment

Internal assessment

This unit will be internally assessed and verified using the following assessment tools:

1. Portfolio of evidence
 - a. All assessment criteria must be evidenced

Planning a circuit training session

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will observe their practical work and assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number

AC	Knowledge requirements	Portfolio reference
1.1	List the benefits of circuit training	
1.2	Describe the different methods of circuit training	
1.3	Identify appropriate venues for circuit training	
2.1	Describe the role of the circuit training instructor	
2.2	Describe the qualities of an effective circuit training instructor	
2.3	List ways of motivating class participants	
2.4	State the importance of professionalism for instructors	
3.1	Outline the factors which effect a participant's ability to exercise	
3.2	Describe reasons for temporary deferral of exercise	
3.3	Outline different methods of pre-activity screening for collecting appropriate information for circuit training	
3.4	Describe emergency procedures for the facility/organisation	
3.5	Describe how to identify and agree objectives for circuit training sessions	
4.1	Describe the importance of careful and thorough planning for circuit training sessions	
4.2	List factors to consider when planning circuit training sessions	
4.3	Describe how to apply the principles and variables of fitness to circuit training	
4.4	Identify appropriate timings for all components of circuit training sessions	
4.5	List the required information for circuit cards	

4.6	Describe the different types of circuit training layout	
4.7	List different exercises suitable for circuit training sessions, including alternatives, adaptations and progressions	
4.8	Explain how to use a range of equipment appropriate to the goals of circuit training sessions	
4.9	List the health and safety considerations relating to circuit training sessions, including potential hazards	
4.10	Describe what to look for when checking equipment prior to circuit training sessions	
4.11	Describe the legalities of the use of music in circuit training sessions	
4.12	Outline the suitability of different types of music for each component of circuit training sessions	

All assessment criteria achieved for this unit		
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Assessor signature	Assessor number	Date

Internal verification record (if applicable)		
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Internal verifier signature	Internal verifier number	Date

Unit UV20324

Instructing a circuit training session

Level:	2
Credit value:	4
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
<p>LO1: Be able to prepare participants for circuit training sessions</p>	<p>AC1.1: Prepare the area and safely set up the appropriate equipment for circuit training sessions, identifying potential hazards</p> <p>AC1.2: Welcome participants and advise them of the facility's emergency procedures and health and safety requirements for sessions</p> <p>AC1.3: Carry out verbal pre-exercise screening to gather relevant client information</p> <p>AC1.4: Introduce and explain circuits and their objectives to the participants</p> <p>AC1.5: Deliver safe and effective warm-ups</p>
<p>LO2: Be able to instruct a safe and effective circuit training sessions</p>	<p>AC2.1: Select appropriate exercises for circuit training sessions</p> <p>AC2.2: Demonstrate and explain the exercises with safe and effective alignment, ensuring participant understanding of instructions</p> <p>AC2.3: Present the purpose of all exercises to participants</p> <p>AC2.4: Present suitable circuit training cards for sessions</p> <p>AC2.5: Ensure participants perform exercises with safe and effective alignment</p> <p>AC2.6: Adapt exercises for participants when required</p> <p>AC2.7: Carry out all components of circuit training sessions according to planned timings</p> <p>AC2.8: Present a professional approach throughout circuit training sessions</p>

<p>LO3: Be able to use a range of communication skills to assist participants throughout sessions</p>	<p>AC3.1: Demonstrate effective communication styles and use of body language</p> <p>AC3.2: Adopt an appropriate teaching position for all components of circuit training sessions</p> <p>AC3.3: Provide appropriate attention and motivation to all participants</p> <p>AC3.4: Demonstrate appropriate teaching methods to observe and correct technique</p> <p>AC3.5: Provide opportunities for participants to ask questions throughout sessions</p> <p>AC3.6: Provide clear teaching points and feedback to participants at appropriate times throughout the session</p> <p>AC3.7: Use volume and pitch of voice relative to the music and the component of circuit training sessions</p>
<p>LO4: Be able to bring circuit training sessions to an end</p>	<p>AC4.1: Deliver safe and effective cool-downs</p> <p>AC4.2: Give feedback to participants following circuit training sessions</p> <p>AC4.3: Provide participants with the opportunity to reflect on the session to improve future performance</p> <p>AC4.4: Supervise participants' departure following sessions</p> <p>AC4.5: Check and clear away all equipment</p> <p>AC4.6: Leave venues in a condition acceptable for future use</p>
<p>LO5: Be able to evaluate circuit training sessions</p>	<p>AC5.1: Evaluate the safety and effectiveness of sessions</p> <p>AC5.2: Evaluate their own performance and the feedback</p> <p>AC5.3: Produce an action plan for improvement</p>
<p>Additional information about the unit</p>	
<p>Unit aim(s)</p>	<p>To provide candidates with the relevant skills to plan, prepare, deliver and evaluate an effective circuit training session for apparently healthy individuals</p>
<p>Unit expiry date</p>	<p>31/12/2010.</p>

Details of the relationship between the unit and relevant national occupational standards (NOS)	<p>Level 2 Instructing Physical Activity and Exercise</p> <p>D414 – Plan and prepare group exercise sessions with music</p> <p>D415 – Instruct a group exercise session with music</p> <p>NOS produced by SkillsActive 2009.</p>
Details of the relationship between the unit and other standards or curricula	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is independently assessed. Please see the 'Guidance on assessment' chapter for further details.
Endorsement of the unit by a sector or other appropriate body	Approved by SkillsActive, the sector skills council for active leisure and learning.
Location of the unit within the subject/sector classification system	<p>08. Leisure, Travel and Tourism</p> <p>8.1 Sport, Leisure and Recreation.</p>
Name of the organisation submitting the unit	VTCT.
Availability for use	Private. For VTCT use only.
Availability for delivery	1/09/2009.
Guided Learning Hours	40.

Unit UV20324

Instructing a circuit training session

Unit content

LO1: Be able to prepare participants for circuit training sessions

Set up of equipment: layout; available space; other users; amount and variety of equipment appropriate for number of participants and goals of session; safe manual handling.

Emergency procedures: welcome; health and safety legislation; first aid; emergency exits; emergency phones; fire procedures; evacuation procedures; accident report book.

Introduction: goals of session; identify new participants; screening; PAR-Q; level of experience; level of fitness; explanations and demonstrations; emergency procedures.

Warm up: mobility; pulse raiser; static/dynamic stretching; re-warm; rehearsals.

LO2: Be able to instruct safe and effective circuit training sessions

Exercises: suitability; whole body and specific exercises; range of exercise types; examples including shoulder press, chest press, seated row, dumbbell flies, press ups, upright row, lateral raise, bicep curl, tricep dips, tricep extensions, prone flies, bent arm pullover, dumbbell lunge, barbell squat, dead lift, calf raise, bent over row, shrugs, single arm row, tricep kickbacks, sit-ups, crunches, twisting sit-ups, plank, back extensions, reverse curls, side bends, ladder drills, hurdle drills, medicine ball exercises, exercises using steps, stability ball exercises and plyometrics.

CV exercises: examples including shuttle runs, jogging on the spot, jumping jacks, spotty dogs, tuck jumps, squat thrusts, squats, lunges, squat jumps, alternate leg squat jumps, knee lifts, hopscotch, burpees, power squats and step-ups.

Purpose of exercises: CV fitness; muscular endurance; muscular strength; muscular power; motor skills; flexibility; sport specific.

Circuit cards: name of exercise; diagram; teaching points; adaptations; progressions; alternatives.

Adapt exercises: poor technique; difficulty level; fitness level of participants; experience and ability of participants; injury; participants' goals; fatigue; lever length; speed of movement; base of support; alternative exercises; equipment; environment.

Components of the session: explanations; demonstrations; mobility; pulse raiser; static/dynamic stretching; re-warm; main circuit; cool-down; maintenance/developmental stretching; relaxation/revitaliser.

Professionalism: appearance; time-keeping; health and safety; risk assessment; REPs code of conduct.

LO3: Be able to use a range of communication skills to assist participants throughout sessions

Communication styles: verbal and visual; asking questions; use of body language.

Observe and correct technique: changing teaching positions; making adaptations and progressions; body alignment.

Teaching methods: dynamic teaching position; asking questions; making adaptations and progressions; verbal and visual communications; mirroring; motivational approach.

Teaching points: verbal; generic teaching points; specific teaching points; concise; precise; visual demonstrations and reinforcements.

Volume and pitch of voice: Loud and clear; voice intonation; use of microphone.

LO4: Be able to bring circuit training sessions to an end

Cool down: aerobic; maintenance and developmental stretching; relaxation/revitaliser.

Feedback: provide opportunities for participants to reflect on their performance; asking questions; participant thoughts for future sessions.

Clearing the area: safe manual handling; neat and tidy; other users, future use; working order.

LO5: Be able to evaluate circuit training sessions

Safety and effectiveness of session: effectiveness of the session in relation to goals; safety of the session; participant feedback.

Evaluate own performance: personal reflection; strengths and weaknesses; communication skills; teaching position; observation; corrections and adaptations; body language; teaching points; participant feedback; areas for further improvement/development.

Action plan: personal development plan; future session modifications / plan.

Unit UV20324

Instructing a circuit training session

Guidance on assessment

Internal assessment

This unit will be internally assessed and verified using the following assessment tools:

Learners must prove competence for all assessment criteria for all of the training components.

1. Practical observation of the candidate teaching and evaluating all of the components (30 minutes minimum) of a 45 minute circuit training session.

Guidance on practical observations

Real participants should be used. In instances where real participants are not available, participants may be simulated by members of the peer group. Peer group members must be briefed by the tutor or assessor prior to the assessed practical observations. There should be a minimum of six people participating in the session.

Unit UV20324

Instructing a circuit training session

Record of assessment

The candidate will be guided in how to achieve the learning outcomes by their tutor or assessor, who will observe their practical work and assess their knowledge and understanding. All assessment criteria must be met with evidence clearly documented in the candidate's portfolio.

Name of candidate	VTCT number

AC	Practical observation by assessor	Date of observation
1.1	Prepare the area and safely set up the appropriate equipment for the circuit training session, identifying potential hazards	
1.2	Welcome participants and advise them of the facility's emergency procedures and health and safety requirements for the session	
1.3	Carry out verbal pre-exercise screening to gather relevant client information	
1.4	Introduce and explain the circuit and its objectives to the participants	
1.5	Deliver a safe and effective warm up	
2.1	Select appropriate exercises for the circuit training session	
2.2	Demonstrate and explain the exercises with safe and effective alignment, ensuring participant understanding of instructions'	
2.3	Present the purpose of all exercises to participants	
2.4	Present suitable circuit training cards for the session	
2.5	Ensure participants perform exercises with safe and effective alignment	
2.6	Adapt exercises for participants when required	
2.7	Carry out all components of the circuit training session according to planned timings	
2.8	Present a professional approach throughout the circuit training session	
3.1	Demonstrate effective communication styles and use of body language	
3.2	Adopt an appropriate teaching position for all components of the circuit training session	
3.3	Provide appropriate attention and motivation to all participants	
3.4	Demonstrate appropriate teaching methods to observe and correct technique	

3.5	Provide opportunities for participants to ask questions throughout the session	
3.6	Provide clear teaching points and feedback to participants at appropriate times throughout the session	
3.7	Use volume and pitch of voice relative to the music and the component of the circuit training session	
4.1	Deliver a safe and effective cool down	
4.2	Give feedback to participants following the circuit training session	
4.3	Provide participants with the opportunity to reflect on the session to improve future performance	
4.4	Supervise participants' departure following the session	
4.5	Check and clear away all equipment	
4.6	Leave the venue in a condition acceptable for future use	
5.1	Evaluate the safety and effectiveness of the session	
5.2	Evaluate their own performance and the feedback	
5.3	Produce an action plan for improvement	
Competent performance achieved		Assessor signature
		Assessor number

Bold font – Range to be covered (see overleaf)

UV20324

Instructing a circuit training session

Range

The ranges below indicate what candidates must cover in their portfolios of evidence and practical observations. In simple terms, range statements indicate the elements that must be covered to achieve this unit. Assessors must ensure that candidates have met the required range statements in addition to the unit's assessment criteria.

Candidates must demonstrate that they have prepared for all of the following hazards:

R1	Hazards	Assessor signature
a	The activities being planned	
b	Other activities happening at the same time	
c	The equipment the participants will use	
d	The environment in which the activities will take place	

Candidates must demonstrate that they have instructed at least 3 of the following clients:

R2	Clients / participants	Assessor signature
a	Experienced	
b	Inexperienced	
c	Mixed ability groups	
d	People with low fitness levels	

Candidates must demonstrate that they have gathered at least 2 of the following types of information:

R3	Information	Assessor signature
a	Personal goals	
b	Lifestyle	
c	Medical history	
d	Physical activity history	
e	Physical activity preferences	
f	Disability or communication needs	

Candidates must demonstrate that they have planned for at least 3 of the following objectives:

R4	Objectives	Assessor signature
a	Improve fitness	
b	Improve motivation	
c	Address barriers to participation	
d	Improve skills and techniques	
e	Provide opportunities for fun and enjoyment	

Candidates must demonstrate that they have used all of the following teaching methods:

R5	Teaching methods	Assessor signature
a	Changing teaching position	
b	Asking questions	
c	Making adaptations and progressions	
d	Verbal and visual communication	
e	Mirroring	

All assessment criteria achieved for this unit		
Assessor signature	Assessor number	Date

Internal verification record (if applicable)		
Internal verifier signature	Internal verifier number	Date

Record of assessment – *Assessor to complete*

Registered assessor unit record

Assessor name	
Assessor number	

I (the registered assessor) confirm by signature that all assessment criteria have been achieved for the following units.

Unit	Assessor signature	Assessor number	Date
UV20323			
UV20324			

Record of assessment – *Internal verifier to complete (if applicable)*

Registered internal verifier (IV) unit record

IV name	
IV number	

I (the registered internal verifier) confirm by signature that all assessment criteria have been achieved for the following units.

Unit	IV signature	IV number	Date
UV20323			
UV20324			

Record of assessment – *External verifier to complete (if applicable)*

Registered internal verifier (EV) unit record

EV name	
EV number	

I (the registered external verifier) confirm by signature that all assessment criteria have been achieved for the following units.

Unit	EV signature	EV number	Date
UV20323			
UV20324			

Appendix 1: Practical observation feedback sheets (photocopy additional copies as required)

Name of candidate:

VTCT number:

Date of observation:	
Unit code:	
Assessors feedback on observation: <i>Competent / Not yet competent</i>	
Action plan:	
Assessor signature:	Assessor number:
Candidate signature:	

Date of observation:	
Unit code:	
Assessors feedback on observation: <i>Competent / Not yet competent</i>	
Action plan:	
Assessor signature:	Assessor number:
Candidate signature:	

Name of candidate:

VTCT number:

Date of observation:

Unit code:

Assessors feedback on observation: *Competent / Not yet competent*

Action plan:

Assessor signature:

Assessor number:

Candidate signature:

Date of observation:

Unit code:

Assessors feedback on observation: *Competent / Not yet competent*

Action plan:

Assessor signature:

Assessor number:

Candidate signature: