

# VTCT Level 2 Award in Instructing Circuit Training Sessions

---

Accreditation start date:	<b>1 September 2009</b>
Credit value:	<b>5</b>
Total Qualification Time (TQT):	<b>50</b>
Guided learning hours (GLH):	<b>35</b>
Qualification number:	<b>500/7528/7</b>

---

## Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UV20323				
UV20324				

# The qualification

## Introduction

The VTCT Level 2 Award in Instructing Circuit Training Sessions is a qualification that has been specifically designed to develop your practical skills to enable you to plan, prepare, instruct and evaluate group circuit training sessions.

You will be expected to work with a range of people i.e. experienced, inexperienced, different fitness levels and mixed ability groups to enhance your instructing skills.

## National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by SkillsActive, the sector skills council for active leisure and learning.



## Progression

Upon successful completion of this qualification you will be able to instruct circuit/group based training sessions. This qualification is recognised as Continuing Professional Development (CPD) by the Register of Exercise Professionals (REPs).

You will also be able to progress to the following VTCT qualifications:

- Level 2 Certificate in Fitness Instructing
- Level 2 Diploma in Exercise, Health and Fitness Instructing

# Qualification structure

## Total credits required - 5

All mandatory units must be completed.

### Mandatory units - 5 credits

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

# Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

## Internal assessment

*(any requirements will be shown in the unit)*

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

## External assessment

*(any requirements will be shown in the unit)*

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

## Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



## Creating a portfolio of evidence

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

Your 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 this 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:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

# Unit assessment methods

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

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20323	Planning a circuit training session	0	✗	✓
UV20324	Instructing a circuit training session	0	✓	✗

# Unit glossary

	Description
<b>VTCT product code</b>	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
<b>Unit title</b>	The title clearly indicates the focus of the unit.
<b>National Occupational Standards (NOS)</b>	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
<b>Level</b>	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.
<b>Credit value</b>	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
<b>Guided learning hours (GLH)</b>	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Total Qualification Time (TQT)</b>	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Observations</b>	This indicates the minimum number of observations required to achieve the unit.
<b>Learning outcomes</b>	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. Learning outcomes are the results of learning.
<b>Evidence requirements</b>	This section provides guidelines on how evidence must be gathered.
<b>Maximum service times</b>	The maximum time in which a particular service or practical element must be completed.
<b>Observation outcome</b>	An observation outcome details the practical tasks that must be completed to achieve the unit.
<b>Knowledge outcome</b>	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
<b>Assessment criteria</b>	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
<b>Range</b>	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

# UV20323

## Planning a circuit training session

The aim of this unit is to provide you with the relevant knowledge and understanding required to plan circuit training sessions for apparently healthy adults.

Level

**2**

Credit value

**1**

GLH

**10**

Observation(s)

**0**

External paper(s)

**0**



# Planning a circuit training session

## Learning outcomes

On completion of this unit you will:

1. Know the benefits of circuit training
2. Know the qualities and skills required of a circuit training instructor
3. Know how to collect and analyse relevant information
4. Know how to plan safe and effective circuit training sessions

## Evidence requirements

1. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
2. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*  
There is no external paper requirement for this unit.

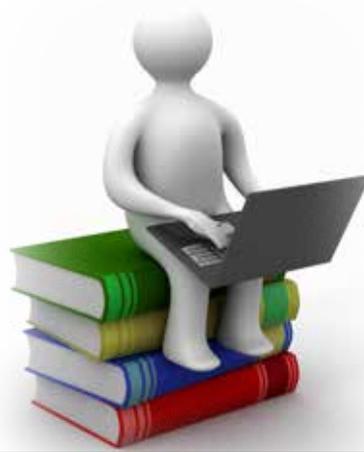
# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work performance
- Witness testimony/statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion
- Employer-provided question papers and tests
- E-assessment.

# Knowledge



## Outcome 1

### Know the benefits of circuit training

You can:	Portfolio reference / Assessor initials*
a. List the benefits of circuit training	
b. Describe the different methods of circuit training	
c. Identify appropriate venues for circuit training sessions	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 2

### Know the qualities and skills required of a circuit training instructor

You can:	Portfolio reference / Assessor initials*
a. Describe the role of the circuit training instructor	
b. Describe the qualities of an effective circuit training instructor	
c. List ways of motivating class participants	
d. State the importance of professionalism for instructors	

\*Assessor initials to be inserted if orally questioned.



## Outcome 3

### Know how to collect and analyse relevant information

You can:	Portfolio reference / Assessor initials*
a. Outline the factors which affect a participant's ability to exercise	
b. Describe reasons for temporary deferral of exercise	
c. Outline different methods of pre-activity screening for collecting appropriate information for circuit training	
d. Describe emergency procedures for the facility/organisation	
e. Describe how to identify and agree objectives for circuit training sessions	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 4

### Know how to plan safe and effective circuit training sessions

You can:	Portfolio reference / Assessor initials*
a. Describe the importance of careful and thorough planning for circuit training sessions	
b. List factors to consider when planning circuit training sessions	
c. Apply the principles and variables of fitness to circuit training	
d. Identify appropriate timings for all components of circuit training sessions	
e. List the required information for circuit cards	
f. Describe the different types of circuit training layout	
g. List different exercises suitable for circuit training sessions, including alternatives, adaptations and progressions	
h. Explain how to use a range of equipment appropriate to the goals of circuit training sessions	
i. List the health and safety considerations relating to circuit training sessions, including potential hazards	
j. Describe what to look for when checking equipment prior to circuit training sessions	
k. Describe the legalities of the use of music in circuit training sessions	
l. Outline the suitability of different types of music for each component of circuit training sessions	

\*Assessor initials to be inserted if orally questioned.

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Know the benefits of circuit training

**Benefits:** Improve health-related components of fitness (muscular strength/endurance, cardiovascular fitness, flexibility, body composition), improve skill-related components of fitness (power, speed, agility, balance, co-ordination, reaction time), decreased risk of disease, weight management, social interaction, stress management, improved health and wellbeing, higher energy levels, improved sleep patterns, feel-good factor, improved confidence.

**Methods:** Time based, repetition based, continuous, command based, sport-specific.

**Venues:** Sports halls, studios, gyms, community halls, outdoors.

## Outcome 2: Know the qualities and skills required of a circuit training instructor

**Roles of the instructor:** Planning, teaching, evaluating, observing, client checks, meet needs of the client (e.g. offer alternatives, meet aims and objectives), motivation, demonstrations, instructions, coaching, ensure 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, cueing, volume and tone of voice, encouragement, competition.

**Importance of professionalism:** Gain clients' confidence (build-up trust/rapport),

gain clients' respect, enhance reputation, maintain/increase client base, raise profile of the industry, professionalism (e.g. appearance, attitude, inclusion and exclusion, timekeeping, health and safety, risk assessment, follow Register of Exercise Professionals (REPs) Code of Ethical Practice), follow (REPs) specifications on continuing professional development (CPD).



### Outcome 3: Know how to collect and analyse relevant information

**Information:** Personal goals, lifestyle factors, barriers to participation, 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, disease, illness, level of fitness, previous experience, psychological reasons, low self-esteem, negative body image, suitability of clothing, lifestyle factors (e.g. time available, money, dependants, children, work patterns).

**Reasons for temporary deferral:** Injury, illness, contra-indications to exercise, suitability of clothing, coronary artery disease (CAD) risk factors, a positive response on a Physical Activity Readiness Questionnaire (PAR-Q).

**Pre-activity screening:** Verbal, visual, written, including PAR-Q, informed consent.

**Emergency procedures:** Follow organisational procedures, adhere to health and safety legislation, adhere to first aid procedures/legislation, emergency exits, emergency telephones, evacuation procedures, reporting procedures, accident report book.

**Identify and agree objectives:** Gather information, identify aims and objectives, address barriers to participation, gain informed consent (explain physical and technical demands of the exercise session, activities included, benefits and risks of the exercise session, explain the meaning of informed consent to the client), provide client with opportunity to reflect on verbal and written information provided, check the

client's understanding, provide client with opportunity to make an informed decision about participation, record signed consent.

**Objectives:** Improve skills and techniques, improve health-related components of fitness (cardiovascular fitness, muscular endurance, muscular strength, flexibility), to improve skill related components of fitness (power, balance, co-ordination, speed, agility, reaction time), improve sport-specific skills, increase self-confidence/self-esteem, weight management, fun and enjoyment, reduce stress levels, reduce risk of disease, social benefits.



## Outcome 4: Know how to plan safe and effective circuit training sessions

**Importance of planning:** Professionalism, safety, effectiveness, adherence, objectives.

**Planning considerations:** Venue, equipment, resources, number of participants, fitness 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)/flat, incline, decline (FID), overload, specificity, progression, adaptation, adherence.

**Timings of components:** Introductions, warm-up, demonstrations, main circuit, cool down, ending the session, reflection/review of 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.

**Cardiovascular (CV) exercises:** E.g. 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:** E.g. 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, number of participants.

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

**Music:** Legalities, Phonographic Performance Limited (PPL) licence, Performing Rights Society (PRS) licence, music company licences, legal implications of not having a licence, appropriate music (speed, type and suitability, warm-up, main circuit, cool down).

# Notes

Use this area for notes and diagrams



---

---

---

---

---

---

---

---

---

---

# UV20324

## Instructing a circuit training session

The aim of this unit is to provide you with the relevant skills required to prepare, deliver and evaluate an effective circuit training session for apparently healthy individuals.

Level

**2**

Credit value

**4**

GLH

**25**

Observation(s)

**1**

External paper(s)

**0**



# Instructing a circuit training session

## Learning outcomes

On completion of this unit you will:

1. Be able to prepare participants for a circuit training session
2. Be able to instruct a safe and effective circuit training session
3. Be able to use a range of communication skills to assist participants throughout the session
4. Be able to bring the circuit training session to an end
5. Be able to evaluate the circuit training session

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least one occasion**.
4. *Range*  
All ranges must be competently demonstrated.
5. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
6. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce other forms of evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Outcome 1

### Be able to prepare participants for a circuit training session

You can:

- a. Prepare the area and safely set up the appropriate equipment for the circuit training session, identifying potential hazards
- b. Welcome participants and advise them of the facility's emergency procedures and health and safety requirements for the session
- c. Carry-out verbal pre-exercise screening to gather relevant client information
- d. Introduce and explain the circuit and its objectives to the participants
- e. Deliver a safe and effective warm-up

*\* May be assessed through oral questioning.*

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 2

### Be able to instruct a safe and effective circuit training session

You can:

- a. Select appropriate exercises for the circuit training session
- b. Demonstrate and explain the exercises with safe and effective alignment, ensuring participants' understanding of instructions
- c. Present the purpose of all exercises to participants
- d. Present suitable circuit training cards for the session
- e. Ensure participants perform exercises with safe and effective alignment
- f. Adapt exercises for participants when required
- g. Carry-out all components of the circuit training session according to planned timings
- h. Present a professional approach throughout the circuit training session

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 3

### Be able to use a range of communication skills to assist participants throughout the session

You can:

- a. Demonstrate effective communication styles and use of body language
- b. Adopt an appropriate teaching position for all components of the circuit training session
- c. Provide appropriate attention and motivation to all participants
- d. Demonstrate appropriate teaching methods to observe and correct technique
- e. Provide opportunities for participants to ask questions throughout the session
- f. Provide clear teaching points and feedback to participants at appropriate times throughout the session
- g. Use volume and pitch of voice relative to the music and the component of the circuit training session

\* *May be assessed through oral questioning.*

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 4

### Be able to bring the circuit training session to an end

You can:

- a. Deliver a safe and effective cool down
- b. Give feedback to participants following the circuit training session
- c. Provide participants with the opportunity to reflect on the session to improve future performance
- d. Supervise participants' departure following the session
- e. Check and clear away all equipment
- f. Leave the venue in a condition acceptable for future use

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 5

### Be able to evaluate the circuit training session

You can:

- a. Evaluate the safety and effectiveness of the session\*
- b. Evaluate your own performance and the feedback\*
- c. Produce an action plan for improvement\*

\* May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



# Range

You must practically demonstrate that you have:

<b>Checked for <b>all</b> potential hazards</b>	<b>Portfolio reference</b>
The activities being planned	
Other activities happening at the same time	
The equipment the participants will use	
The environment in which the activities will take place	
<b>Shown accurate demonstrations of <b>all</b> exercises in the circuits session</b>	<b>Portfolio reference</b>
Movements	
Techniques	
Adaptations/alternatives	
<b>Instructed exercises that cover <b>all</b> components of fitness</b>	<b>Portfolio reference</b>
Cardiovascular fitness	
Muscular fitness	
Flexibility	
Motor skills	
<b>Implemented effective instruction of <b>all</b> teaching methods</b>	<b>Portfolio reference</b>
Changing teaching position	
Make adaptations and progressions	
Verbal and visual communication	
Motivation	
Control of group/participants	
Voice projection	
<b>Observed clients and responded to <b>all</b> needs</b>	<b>Portfolio reference</b>
Correct poor technique	
Given regular teaching points to meet individual needs	

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to prepare participants for a circuit training session

**Set-up of equipment:** Considerations (layout, available space, other users, amount and variety of equipment appropriate for number of participants and goals of session, safe manual handling).

**Prepare participants:** Advise on potential health and safety issues (e.g. appropriate clothing/footwear, hydration levels, work at own level, stop if feeling unwell, remind of correct lifting and passing techniques).

**Emergency procedures:** Advise what to do in event of an emergency, emergency exits, meeting points, emergency telephones, fire procedures, evacuation procedures, first aid procedures, accident report book.

**Screening:** Verbal screening if returning participant (check if anything has changed e.g. injury), identify new participants, PAR-Q, informed consent, check levels of fitness and experience, participants to inform instructor of any changes.

**Introduction:** Goals of session, aims and objectives, structure of session, explanations and demonstrations, health and safety procedures.

**Warm-up:** Mobility, pulse raiser, static/dynamic stretching, re-warm, rehearsals of circuit exercises, length of warm-up (appropriate to temperature of venue e.g. longer warm-up may be needed if cold).



## Outcome 2: Be able to instruct a safe and effective circuit training session

**Exercises:** Consider suitability, match aims and objectives of the circuit, exercises (e.g. 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, side plank, back extensions, reverse curls, side bends, ladder drills, hurdle drills, medicine ball exercises, exercises using steps, stability ball exercises, plyometrics, sport-specific exercises).

**Cardiovascular exercises:** For example, 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.

**Demonstration:** Demonstrate exercises to participants, technically safe and correct, ensure all participants can observe, demonstrate from different angles if appropriate, break down to component parts, show alternatives/adaptations, demonstrate with correct technique, safe and effective alignment, use correct lifting and passing techniques, emphasise teaching points, give opportunity for rehearsal of exercises, clarify participants' understanding.

**Present purpose of exercises:** Cardiovascular fitness, muscular endurance, muscular strength, flexibility, muscular power, motor skills (speed, agility, balance, co-ordination), sport-specific.

**Circuit cards:** Name of exercise, diagram, teaching points, adaptations, progressions, alternatives.

**Ensure safe and effective alignment:** Correct poor technique, offer alternatives/adaptations, offer alternative equipment, increase/decrease level of difficulty (e.g. lever length, speed of movement, intensity, base of support, time spent), considerations (fitness level of participants, experience and ability, injury, age, participants' goals, fatigue), ensure you can observe all participants.

**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, timekeeping, health and safety, risk assessment, Register of Exercise Professionals (REPs) Code of Ethical Practice, (REPs) continuing professional development (CPD) requirements, rapport, motivation.



### Outcome 3: Be able to use a range of communication skills to assist participants throughout the session

#### Communication:

**Verbal** – interaction, motivating, cueing, teaching points, instruction, reinforce technique, correct technique, keep checking participants' understanding, ensure participants are working within capabilities/limits.

**Tone of voice** – consider audibility, clarity, suitability, ambience, use volume and pitch, projection of voice, create atmosphere.

**Visual** – demonstration of technique, movement, gesticulate, good posture, open body language.

**Tactile** – to correct technique within ethical guidelines.

#### Appropriate teaching positions:

Instructor in a position where they can be observed by all participants, where appropriate move around the participants, demonstrate from a variety of positions, side profile demonstrations, teaching position should be adapted to suit the components being taught, ensure that all participants are visible, ensure you are visible to all participants.

**Attention and motivation:** All participants to have full attention (reinforce, correct, encourage, motivate) recognise participants needing encouragement/motivation, recognise those needing alternatives/adaptations, recognise those needing help with technique, provide attention and motivation as appropriate to needs of the individual.

#### Appropriate teaching methods:

Demonstrate from variety of positions, reinforce teaching points, break down demonstration into smaller components, tactile correction, gradually build-up

exercises, allow time to practice and master, offer alternatives/adaptations, ensure all participants can be observed, move amongst participants.

**Opportunities for feedback:** Encourage feedback from participants, ask how they are feeling, interact with group.

**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, projection of voice, appropriate ambience for component, use of microphone.



## Outcome 4: Be able to bring the circuit training session to an end

**Cool down:** Components of cool down, aerobic warm down (gradually decrease intensity), maintenance and developmental stretching, relaxation/revitalise), cool down appropriate to environmental needs (temperature, space, time of day, intensity of session).

**Feedback:** Provide opportunities for participants to reflect on their performance/ instructor's performance, constructive feedback encouraged, asking questions, suggested changes for future sessions.

**Clearing the area:** Safe manual handling, neat and tidy, all equipment (checked in working order, stacked, stored), ensure health and safety for other users, leave area ready for future use, supervise departure of participants to clear area.

## Outcome 5: Be able to evaluate the circuit training session

**Safety and effectiveness of session:**

Effectiveness of the session in relation to goals, relationships (e.g. rapport, motivation), safety of the session, equipment used, 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.