

# YMCA Level 2 Certificate in Instructing Circuit Training Sessions (601/0485/5)

## Qualification Specification





YMCA Awards

112 Great Russell Street  
London  
WC1B 3NQ

020 7343 1800

[www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)

# Level 2 Certificate in Instructing Circuit Training Sessions

## Qualification Specification

Qualification number: 601/0485/5

Operational start date: 1 September 2013

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wishing to boost their skills. Our high-quality resources and assessment materials have been created by leading industry experts in consultation with employers and training providers.

YMCA Awards is an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

### Qualification aim

This qualification aims to provide the learner with the knowledge, understanding and skills needed to plan and instruct group circuit training sessions safely and effectively. .

### Overview of knowledge, skills and understanding

Learners will cover:

#### **Knowledge and understanding relating to the qualification:**

- Anatomy and physiology covering the heart and circulatory system, the respiratory system, structure and function of the skeleton, musculoskeletal system, postural and core stability, the nervous and energy systems and their relation to exercise.
- How to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.
- How to communicate with clients effectively and motivate clients to adhere to an exercise programme.
- An understanding of the benefits of a balanced diet and its contribution to a healthy lifestyle.
- Methods of collecting participant information.
- Principles of screening participants before exercise, including the use of the physical activity readiness questionnaire (PARQ).
- How to use participant information to assist with the planning of safe and effective group circuit training sessions.
- How to use music to enhance group circuit training sessions.

### Skills relating to the qualification

- Assessment and screening of participants
- Preparing self, equipment and environment for group circuit training sessions
- Instructing group circuit training sessions
- Evaluating own performance.

### Target group and age range

This qualification is aimed at a range of learners aged 16 and over.

### Qualification structure

To achieve the Level 2 Certificate in Instructing Circuit Training Sessions, 6 mandatory units must be completed.

Unit reference number	Unit title	Level	Credit
H/600/9013	Anatomy and physiology for exercise	2	6
A/600/9017	Principles of exercise, fitness and health	2	4
T/600/9016	Health, safety and welfare in a fitness environment	2	2
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
Y/505/0762	Planning group circuit training sessions	2	4
R/505/0792	Instructing group circuit training sessions	2	6

The Total Qualification Time (TQT) for this qualification is 240. The Guided Learning Hours (GLH) assigned are 159 minimum.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- (b) 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, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)

- e-Learning with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- e-Learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

**Recommended Guided Learning Hours – our ongoing review**

Your External Quality Assurer (EQA) will ask you to feedback on GLH annually as part of their quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

## Entry requirements

There are no prerequisites for this qualification. This qualification is aimed at individuals aged 16 and over.

## Opportunities for progression

**Future employment possibilities**

This qualification can lead to employment as a group circuit training instructor.

**Progression to further/higher level learning**

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Level 3 Diploma in Personal Training and Instruction
- Level 3 Diploma in Personal Training (Gym-Based Exercise)
- Level 3 Award in Instructing Boot Camp Fitness Training.

## Mapping to standards

The units of this qualification map to National Occupational Standards SKAEF5 (Plan group exercise) and SKAEF6 (Instruct group exercise). For more information please see [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website:

[www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the

qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

# Assessment and quality assurance

## How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is unit-based and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real-work environment. Where a real-work environment is not stipulated the observation can be simulated and internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects, professional discussion etc. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

The Level 2 Certificate in Instructing Circuit Training Sessions is assessed through a combination of internal and external assessment.

## Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record (LAR) is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](http://www.ymcaawards.co.uk/download-resources/lars).

### Creating a portfolio of evidence

If a YMCA Awards LAR is not used to evidence internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of Prior Learning (RPL)
- Summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the suggested example in the 'Qualification content' section of this specification.

## External assessment

There are externally set, multiple choice question papers for mandatory units Anatomy and physiology for exercise (H/600/9013) and Principles of exercise, fitness and health (A/600/9017). To view the mock papers, please log onto the centre home page and view link here: <http://www.ymcaawards.co.uk/download-resources/mock-papers>.

## Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement(s) regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# Anatomy and physiology for exercise (H/600/9013)

## Unit aims

This unit covers the knowledge an instructor needs about basic anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.

## Unit content

The learner will:

### 1. Understand the structure and function of the circulatory system

The learner can:

- 1.1 Identify the location of the heart
- 1.2 Describe the function of the heart
- 1.3 Describe the structure of the heart
- 1.4 Describe how blood moves through the four chambers of the heart
- 1.5 Describe systemic and pulmonary circulation
- 1.6 Describe the structure and functions of blood vessels
- 1.7 Define blood pressure
- 1.8 Identify blood pressure classifications

The learner will:

### 2. Understand the structure and function of the respiratory system

The learner can:

- 2.1 Identify the location of the lungs
- 2.2 Describe the function of the lungs
- 2.3 Describe the structure of the lungs
- 2.4 Identify the main muscles involved in breathing
- 2.5 Describe the passage of air through the respiratory tract
- 2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs

The learner will:

### 3. Understand the structure and function of the skeleton

The learner can:

3.1 Describe the basic functions of the skeleton

3.2 Identify the structures of the axial skeleton

3.3 Identify the structures of the appendicular skeleton

3.4 Explain the classification of bones

3.5 Explain the structure of long bone

3.6 Explain the stages of bone growth

3.7 Describe posture in terms of:

- Curves of the spine
- Neutral spine alignment
- Potential ranges of motion of the spine
- Postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy

The learner will:

### 4. Understand joints in the skeleton

The learner can:

4.1 Describe the classification of joints

4.2 Describe the structure of synovial joints

4.3 Describe the types of synovial joints and their range of motion

4.4 Describe joint movement potential and joint actions

The learner will:

### 5. Understand the muscular system

The learner can:

5.1 Identify the three types of muscle tissue

5.2 Define the characteristics and functions of the three types of muscle tissue

5.3 Describe the basic structure of skeletal muscle

5.4 Name and locate the anterior skeletal muscles

5.5 Name and locate the posterior skeletal muscles

5.6 Describe the structure and function of the pelvic floor muscles

5.7 Describe the different types of muscle action

5.8 Identify the joint actions brought about by specific muscle group contractions

5.9 Identify skeletal muscle fibre types and their characteristics

The learner will:

## 6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

The learner can:

6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes and their implications for exercise, plus specific implications for working with:

- young people in the 14-16 age range
- antenatal and postnatal women
- older people (50 plus)

The learner will:

## 7. Understand energy systems and their relation to exercise

The learner can:

7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate

7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise

The learner will:

## 8. Understand the nervous system and its relation to exercise

The learner can:

8.1 Describe the role and functions of the nervous system

8.2 Describe the principles of muscle contraction

8.3 Describe the 'all or none law'/motor unit recruitment

8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness

### Assessment specification

Externally set multiple-choice theory paper



# Principles of exercise, fitness and health (A/600/9017)

## Unit aim

This unit covers the knowledge an instructor needs to programme safe and effective exercise for a range of clients, including understanding the health benefits of physical activity and the importance of healthy eating.

## Unit content

The learner can:

### 1. Understand the effects of exercise on the body

The learner will:

1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training

1.2 Identify the short- and long-term effects of exercise on blood pressure

1.3 Describe the 'blood pooling' effect following exercise

1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise

1.5 Describe delayed onset of muscle soreness (DOMS)

1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness

1.7 Describe the short- and long-term effects of different types of exercise on muscle

1.8 Describe different exercises that can improve posture

The learner will:

### 2. Understand the components of fitness

The learner can:

2.1 Define the components of health-related fitness

2.2 Define the components of skill-related fitness

2.3 Identify the factors that affect health- and skill-related fitness

The learner will:

### 3. Understand how to apply the principles and variables of fitness to an exercise programme

The learner can:

#### 3.1 Describe the physiological implications of:

- specificity
- progressive overload
- reversibility
- adaptability
- individuality
- recovery time

#### 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

#### 3.3 Explain the principles of a progressive training programme in developing components of fitness

#### 3.4 Explain how to recognise when and how to regress a training programme

#### 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)

#### 3.6 Describe the effect of speed on posture, alignment and intensity

#### 3.7 Describe the effect of levers, gravity and resistance on exercise

#### 3.8 Describe the differences between programming exercise for physical fitness and for health benefits

The learner will:

### 4. Understand the exercise contraindications and key safety guidelines for special populations

The learner can:

#### 4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

#### 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

#### 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)

#### 4.4 Describe the key safety considerations for working with disabled people

The learner will:

## 5. Understand how to safely monitor exercise intensity

The learner can:

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:

- the talk test
- Rate of Perceived Exertion (RPE)
- heart rate monitoring and the use of different heart rate zones

The learner will:

## 6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases including:

- Coronary heart disease
- Some cancers
- Type 2 diabetes
- Hypertension
- Obesity
- Osteoporosis

The learner will:

## 7. Understand the importance of healthy eating

The learner can:

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

**Assessment  
specification**

Externally set multiple-choice theory paper

# Health, safety and welfare in a fitness environment (T/600/9016)

## Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding needed to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Tutor note: This unit is intended for use by learners across a number of disciplines, so its teaching should be as generic as possible and consider the relevance of the learning outcomes in a variety of disciplines and settings (eg, gym, group exercise and water-based environments).

## Unit content

The learner will:

### 1. Understand emergency procedures in a fitness environment

The learner can:

- 1.1 Identify the types of emergencies that may occur in a fitness environment
- 1.2 Describe the roles that different staff and external services play during an emergency
- 1.3 Explain the importance of following emergency procedures calmly and correctly
- 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

The learner will:

### 2. Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation
- 2.5 Describe the types of security procedures that may apply in a fitness environment
- 2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

### 3. Understand how to control risks in a fitness environment

The learner can:

3.1 Identify possible hazards in a fitness environment, relating to:

- facilities
- equipment
- working practices, including lifting and handling of equipment
- client behaviour
- security
- hygiene

3.2 Describe how to risk assess the types of possible hazards in a fitness environment

3.3 Describe how to control risks associated with hazards in a fitness environment

3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

The learner will:

### 4. Understand how to safeguard children and vulnerable adults

The learner can:

4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults

4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults

4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

4.6 Describe the procedures to follow to protect oneself from accusations of abuse

4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

4.8 Explain when it may be necessary to contact statutory agencies

4.9 Describe how to maintain the confidentiality of information relating to possible abuse

**Assessment  
specification**

**Assessment workbook:**

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

# Know how to support clients who take part in exercise and physical activity (M/600/9015)

## Unit aim

This unit covers the necessary knowledge and skills needed for an instructor to communicate with their clients effectively, as well as to motivate their clients to adhere to an exercise programme. Learners will apply the knowledge and skills they have learned to provide a more client-focused approach to their training.

## Unit content

The learner will:

### 1. Understand how to form effective working relationships with clients

The learner can:

- 1.1 Explain why it is important to form effective working relationships with clients
- 1.2 Explain why it is important to present oneself and the organisation positively to clients
- 1.3 Describe how different communication skills can be used to assist clients with motivation
- 1.4 Explain the importance of valuing equality and diversity when working with clients

The learner can:

### 2. Understand how to address barriers to exercise/physical activity that clients experience

The learner will:

- 2.1 Identify the typical barriers to exercise/physical activity that clients experience
- 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence
- 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

The learner will:

### 3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence

3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity

3.4 Describe how to set short-, medium- and long-term SMART goals

3.5 Describe how to review and revise short-, medium- and long-term SMART goals

The learner will:

### 4. Understand how to provide ongoing customer service to clients

The learner can:

4.1 Explain the importance of client care both for the client and the organisation

4.2 Explain why it is important to deal with clients' needs to their satisfaction

4.3 Identify where to source relevant and appropriate information to meet clients' needs

4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively

4.5 Give examples of how to exceed customer expectations, when appropriate

4.6 Explain the importance of handling client complaints positively, following an organisation's procedure

#### Assessment specification

#### Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

# Planning group circuit training sessions (Y/505/0762)

## Unit aim

This unit covers the knowledge and skills that the learner needs to be able to plan group circuit training sessions.

## Unit content

The learner will:

### 1. Understand how to collect participant information

The learner can:

1.1 Explain the process of informed consent

1.2 Describe different methods to collect participant information:

- questionnaire
- interview
- observation

1.3 Describe how to determine which methods of collecting information are appropriate according to the situation

1.4 Explain the principles of screening participants prior to exercise including the use of the physical activity readiness questionnaire (PARQ)

The learner will:

### 2. Understand how to use participant information to plan group circuit training sessions

The learner can:

2.1 Describe the factors, based on client screening, which affect safe group exercise participation

2.2 Give examples of how participant information could affect the planning of group circuit training sessions

2.3 Identify the reasons for temporary deferral of exercise

2.4 Explain the reasons for referring participants to other professionals

The learner will:

### 3. Understand how to plan group circuit training sessions

The learner can:

3.1 Describe how to plan group circuit training sessions to meet the needs of participants with different objectives

3.2 Identify a range of circuit training exercises, to develop:

- cardio-vascular fitness
- muscular fitness
- flexibility
- motor skills

3.3 Identify a range of equipment used in circuit training sessions and its uses

3.4 Describe a variety of circuit training types

3.5 Describe a variety of circuit training formats

The learner will:

### 4. Understand how to use music to enhance circuit training sessions

The learner can:

4.1 Describe the legal requirements covering the use of music

4.2 Explain how music can be used to regulate the intensity of a circuit session

The learner will:

### 5. Be able to plan safe and effective group circuit training sessions

The learner can:

5.1 Identify objectives that are appropriate to:

- the likely needs and potential of the participants
- accepted good practice in the industry
- own level of competence

5.2 Select circuit training exercises that will help participants to develop:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills

5.3 Plan safe and effective group circuit training sessions to achieve planned objectives for the session

5.4 Select a range of circuit training exercises that are safe and appropriate for participants and include possible alternatives

5.5 Plan realistic timings for group circuit training sessions

5.6 Record plans in an appropriate format

<b>Assessment specification</b>	Worksheet, session plan
---------------------------------	-------------------------

# Instructing group circuit training sessions (R/505/0792)

## Unit aim

This unit covers the knowledge and skills that the learner needs to be able to instruct group circuit training sessions.

## Unit content

The learner will:

### 1. Understand how to provide group circuit training sessions

The learner can:

1.1 Identify the safe and effective alignment for a range of circuit training exercises to develop:

- cardio-vascular fitness
- muscular fitness
- motor skills

1.2 Identify different methods of adapting circuit training exercises to ensure appropriate progression and regression

1.3 Describe the principles of group behaviour management during circuit training sessions

The learner will:

### 2. Be able to prepare self and equipment for group circuit training sessions

The learner can:

2.1 Prepare self to instruct group circuit training

2.2 Provide safe and appropriate equipment sufficient for the participants

2.3 Organise sufficient space for safe group exercise performance

The learner will:

### 3. Be able to prepare participants for group circuit training sessions

The learner can:

3.1 Help participants feel welcome and at ease in the exercise environment

3.2 Check participants' level of experience, ability and physical/medical condition

3.3 Explain the purpose and value of the session, including warm-up and cool-down

3.4 Describe the exercises and activities, including physical and technical demands

3.5 Confirm or revise plans as appropriate

3.6 Advise participants of the facility's emergency procedures

3.7 Use warm up activities that are safe and effective for the participants

The learner will:

#### 4. Be able to instruct group circuit training sessions

The learner can:

4.1 Give explanations and demonstrations that are technically correct with safe and effective alignment of exercise positions

4.2 Communicate as appropriate to participants' needs

4.3 Use volume, pitch and voice projection appropriate to the exercise format and environment

4.4 Vary the tempo of exercises to ensure their safety and effectiveness

4.5 Keep to the planned timings for the session

The learner will:

#### 5. Be able to monitor and improve participants' performance during group circuit training sessions

The learner can:

5.1 Adopt appropriate positions to observe participants and respond to their needs

5.2 Check that participants can perform the exercises as instructed

5.3 Monitor the safety and intensity of exercise for all participants

5.4 Use appropriate methods to correct and reinforce technique, including:

- changing teaching positions
- asking questions
- verbal and visual communication
- mirroring

5.5 Provide feedback and instructing points which are timely, clear and motivational

5.6 Adapt exercises with suitable progressions and regressions according to participants' needs

The learner will:

## 6. Be able to bring group circuit training sessions to an end

The learner can:

6.1 Allow sufficient time to end the session according to participants' needs

6.2 Use cool down activities that are safe and effective for the participants

6.3 Give the participants an accurate summary of feedback on the session

6.4 Give the participants the opportunity to:

- reflect on the session
- ask questions
- provide feedback
- identify further needs

6.5 Follow the correct procedures for checking and dealing with any equipment used

6.6 Leave the environment in a condition acceptable for future use

The learner will:

## 7. Be able to reflect on providing group circuit training sessions

The learner can:

7.1 Review the outcomes of working with participants and their feedback

7.2 Identify:

- how well the exercises met participants' needs
- how effective and motivational the relationship with the participants was
- how well the instructing style matched the participants' needs

7.3 Identify how to improve personal practice

7.4 Explain the value of reflective practice

The learner will:

## 8. Be able to support participants taking part in group circuit training sessions

The learner can:

8.1 Present a positive image of self and organisation to participants

8.2 Establish an effective working relationship with participants

8.3 Communicate with participants in a way that makes them feel valued

8.4 Use motivational styles appropriate to the participants and the exercise format

**Assessment  
specification**

Planning task, observation, session evaluation







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112 Great Russell Street, London, WC1B 3NQ | T +44 (0)20 7343 1800 | F +44 (0)84 3221 1549 |  
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