



Qualification
Guidance

Active IQ Level 2 Award in Instructing Circuit Sessions

Qualification
Accreditation Number:
603/6734/9
Version AIQ005884

Active iQ

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Active IQ Level 2 Award in Instructing Circuit Sessions

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Introduction

The Active IQ Level 2 Award in Instructing Circuit Sessions is at Level 2 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	14	Total qualification time:	25
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Entry requirements:

- A suitable Level 2 fitness instructing qualification, for example:
 - Active IQ Level 2 Certificate in Gym Instructing.
 - Active IQ Level 2 Certificate in Group Training.
 - Active IQ Level 2 Certificate in Fitness Instructing.
- Some experience of circuit training is useful.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication pitched at Level 1.

Qualification outline

Target learners:

- Learners aged 16+.
- Qualified fitness instructors wishing to widen their skills to offer circuit sessions.

Purpose

The purpose of this qualification is to provide learners with an understanding of the legal and professional requirements of a circuits' instructor. Learners are provided with an understanding of the key concepts of circuit training and how technology can be used in circuit sessions. Learners are also provided with the knowledge and skills to be able to plan, prepare and deliver safe and effective group circuit sessions.

Progression

This qualification provides progression on to:

- Active IQ Level 2 Award in Instructing Kettlebells.
- Active IQ Level 2 Award in Instructing Studio Cycling.
- Active IQ Level 2 Certificate in Group Training.
- Active IQ Level 3 Diploma in Personal Training.
- Apprenticeships within the active leisure sector.

Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- Group Training.

Occupational competence statements for tutoring, assessing and internally verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teaching and Learning Skills.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) has been achieved.

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Qualification structure

Learners must complete the one mandatory unit.

Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Planning and instructing circuit sessions	M/618/3442	2	14	25

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the legal and professional requirements for group circuit sessions</p>	<p>1.1 Describe the legal and ethical responsibilities of a circuit instructor, to include:</p> <ul style="list-style-type: none"> • Screening • Recording information • Record-keeping • Client confidentiality <p>1.2 Explain the personal insurance requirements of a circuit instructor</p> <p>1.3 Outline the health, safety and insurance requirements when hiring venues or facilities</p> <p>1.4 Explain the term 'duty of care' relating to the health and safety of self and others</p> <p>1.5 Explain the licensing requirements of a circuit instructor, for example, music brands</p>
<p>2. Understand the skills, motivations and behaviours needed when delivering to groups</p>	<p>2.1 Identify ways that an instructor can help customers have a positive exercise experience, to include:</p> <ul style="list-style-type: none"> • Building a rapport • Motivation and enthusiasm • Communication skills <p>2.2 Identify ways that an instructor can build social support and inclusion within a group environment</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand the principles of training for circuit training sessions</p>	<p>3.1 Describe the types of circuit training sessions on offer</p> <p>3.2 Identify the benefits of circuit training for clients</p> <p>3.3 State the recommended work-to-recovery ratio for circuit training sessions</p> <p>3.4 Describe the purpose of active recovery</p> <p>3.5 Describe the different methods of circuit training that can be used, for example;</p> <ul style="list-style-type: none"> • Two-thirds workload circuit • Progressive colour circuit • Timed circuit • Repetition circuit • Bodyweight-only circuit • Command circuit • Sports-specific circuit • Obstacle circuit • HIIT • Peripheral heart action (PHA) • Compound strength circuit • Conditioning circuit <p>3.6 Describe the different types of circuit training layout, for example:</p> <ul style="list-style-type: none"> • Satellite circuit • Satellite square • MSE satellite – aerobic unison • Bow-tie – aerobic • Squares – strength • Lines • Pairs • Once through • Corners • Radial • Follow the leader • Shuttle • Work, rest and play • Forward and back • Bleep • Ton Up • Sports-specific – boxing <p>3.7 Explain how to monitor intensity during the circuit training session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand how technology can be used in circuit training sessions	4.1 Explain how technology can help clients to increase their activity levels, for example: <ul style="list-style-type: none"> • Heart-rate monitors • Mobile-phone applications • Wearable technology 4.2 Explain how technology can help clients stay motivated and focussed to help them achieve their goals 4.3 Describe ways that fitness professionals can engage with their clients, using current technology, to include online and on-demand sessions
5. Understand the safety considerations when instructing a circuit training session	5.1 Identify the safety considerations relating to circuit training, to include: <ul style="list-style-type: none"> • Verbal screening • Equipment set-up • Equipment layout • Exercise technique 5.2 Explain how to monitor and promote safe exercise technique when delivering online sessions 5.3 Identify the common hazards that may occur in a circuit training environment 5.4 Describe how to deal with common hazards and manage risk in the circuit training environment
6. Understand how to clean and maintain portable equipment	6.1 Describe the appropriate checks required to ensure the safety and cleanliness of equipment 6.2 Explain the importance of the safe storage and maintenance of the equipment
7. Be able to plan a safe and effective group circuit training session	7.1 Carry out a risk assessment on the chosen environment 7.2 Plan a safe and effective group circuit training session to meet clients' needs and incorporate different components of fitness 7.3 Plan adaptations and modifications to regress, progress and accommodate different clients' needs 7.4 Select appropriate music for the session, for example: <ul style="list-style-type: none"> • Atmosphere • Motivation • Speed • Genre • Lyrics • Background 7.5 Record the session plan using an appropriate format

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>8. Be able to prepare clients for a circuit training session</p>	<p>8.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>8.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer • When to allow participation <p>8.3 Explain the appropriate health and safety considerations, to include:</p> <ul style="list-style-type: none"> • Safe equipment use • Format of the circuit • Other participants • Water • Towel <p>8.4 Demonstrate the correct exercise technique for each of the different stations and equipment to be used in the session</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>9. Be able to deliver a safe and effective group circuit training session</p>	<p>9.1 Use the appropriate instructional and coaching methods to support clients' performance, to include:</p> <ul style="list-style-type: none"> • Demonstration • Explanation • Observation • Eye contact • Body language • Correction • Adaptation • Coaching points • Cueing • Visualisation • Praise and encouragement • Use of voice, to include: <ul style="list-style-type: none"> • Tone • Pitch • Variation in volume • Use of silence/no vocals <p>9.2 Use appropriate music for components, for example, genre, speed, volume</p> <p>9.3 Use a head mic, where appropriate, to include:</p> <ul style="list-style-type: none"> • Correct set-up • Management of voice projection • Use of appropriate volume <p>9.4 Instruct a safe and effective warm-up</p> <p>9.5 Instruct a safe and effective main section</p> <p>9.6 Instruct a safe and effective cool-down component</p> <p>9.7 Monitor exercise intensity</p> <p>9.8 Monitor exercise safety</p> <p>9.9 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>9.10 Respond accurately/appropriately to clients' questions</p>
<p>10. Be able to evaluate own practice</p>	<p>10.1 Gather feedback from clients to review and evaluate practice</p> <p>10.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting clients' needs</p> <p>10.3 Evaluate the effectiveness of instructional and coaching skills in meeting clients' needs</p> <p>10.4 Evaluate the effectiveness of communication in meeting clients' needs</p> <p>10.5 Identify ways to improve instructional and coaching skills and communication</p> <p>10.6 Identify ways to improve session content for meeting clients' needs</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
Assessment	Worksheet Session plan Observation Self-evaluation

Active IQ

Dryden House
St. Johns Street
Huntingdon
PE29 3NU

T 01480 467 950
F 01480 456 283
info@activeiq.co.uk
www.activeiq.co.uk

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