

Learning outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Understand group circuit training	1.1 Describe the history of circuit training from 1958 by Morgan and Adamson at Leeds University. 1.2 Define circuit training. 1.3 List the benefits of circuit training to the instructor, clients and the effects on the body systems.
2. Understand different methods of circuit training	2.1 Describe the recommended work time for resistance training within a circuit training session. 2.2 State the recommended recovery periods in terms of time between sets of exercises in circuit training sessions. 2.3 Describe the purpose of active recovery. 2.4 Describe the different methods of circuit training which can be used, for example: <ul style="list-style-type: none"> • Two thirds workload circuit • Progressive colour circuit • Timed circuit • Repetition circuit • Bodyweight only circuit • Circuits with equipment • Command circuit • Sports specific • Circuit weight training 2.5 Describe the different types of circuit training layout, for example: <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 2.6 List the recommended information requirements for circuit cards

<p>3. Understand the role of the circuit training instructor</p>	<p>3.1 Describe the role of the circuit training instructor 3.2 Describe the importance of correct instructor performance of exercises 3.3 List ways of motivating class participants 3.4 State the importance of professionalism in circuit training instructors</p>
<p>4. Understand the implications of using music in a circuit training session</p>	<p>4.1 Describe the licensing arrangements when using music in circuit training sessions 4.2 List reasons why they might use a microphone in a circuit training session</p>
<p>Assessment</p>	<p>Externally set worksheet by Active IQ, internally assessed and subject to enhanced external verification</p>

Unit 2 H/502/5704 **Unit Title:** Instructing a Circuit Training Session
Level: 2 **Credit Value:** 3

Learning outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Know the safety considerations when teaching circuit training sessions	1.1 List the safety considerations relating to circuit training sessions. 1.2 Identify appropriate venues for circuit training. 1.3 List factors to consider when planning a circuit training class
2. Plan and instruct a safe and effective circuit training session	2.1 Plan a circuit training session 2.2 Welcome participants and carry out verbal pre-exercise screening. 2.3 Demonstrate safe set up of equipment for the circuit training session. 2.4 Introduce the circuit to the participants including, aims, objectives and demonstrations. 2.5 Instruct a safe and effective circuit training session to include: <ul style="list-style-type: none"> • Warm up • Main Component • Cool Down 2.6 Demonstrate a range of exercises using a logical sequence of instruction to include: <ul style="list-style-type: none"> • Upper body • Trunk • Lower body exercises 2.7 Demonstrate a range of CV exercises using a logical sequence of instruction. 2.8 Demonstrate a range of exercises using equipment, for example: <ul style="list-style-type: none"> • dumbbells • barbells • stability balls • bosu • resistance bands • steps • skipping ropes 2.9 Distinguish when an activity needs to be adapted to meet the needs and abilities of the participants 2.10 Offer alternative activities when appropriate 2.11 Identify any special arrangements or adaptations which need to be made in response to the equipment or facilities available 2.12 Put equipment away and leave the environment in an acceptable condition following the circuit training session.

<p>3. Demonstrate a range of communication and evaluation skills appropriate for the circuit training session</p>	<p>3.1 Demonstrate effective verbal and non-verbal communication styles. 3.2 Demonstrate effective use of body language 3.3 Demonstrate how to move amongst the group to observe and correct performance. 3.4 Give feedback to participants following a circuit training session</p>
<p>4. Undertake an evaluation of their own performance and prepare an action plan for improvement</p>	<p>4.1 Evaluate the safety and effectiveness of the session. 4.2 Evaluate their own performance. 4.3 Record an action plan for improvement.</p>
<p>Assessment</p>	<p>Internally assessed and verified using standardised documentation provided by Active IQ:</p> <ul style="list-style-type: none"> • Session Plan Introduction • Session Plan • Summative Observation Checklist • Session Evaluation