

Qualification Specification

Focus Awards Level 2 Award in Instructing
Weight Training (RQF)

603/3942/1



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Focus Awards Level 2 Award in Instructing Weight Training (RQF)

Qualification Details

QAN:	603/3942/1	GLH:	16
Credit:	3	TQT:	32

Qualification Purpose

The aim of the Focus Awards Level 2 Award in Instructing Weight Training (RQF) is to provide learners with the understanding of the role and responsibility of an instructor in Weight Training, to identify the key aspects of the role and responsibilities related to rules, regulations, duty of care and safe instructing practice and be able to prepare, deliver and evaluate Weight Training sessions for individuals and a group.

This qualification is aimed at those that wishing to gain experience in instructing weight training.

Learner Entry Requirements

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

Age Ranges

Learners should be 16 (minimum) to undertake this qualification.

Geographical Coverage

This qualification is available in England.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'.

Assessment Methods

The Focus Awards Level 2 Award in Instructing Weight Training (RQF) is **internally assessed**.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

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

All evidence must be cross referenced to unit outcomes, simulation is not allowed in all units.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Focus awards Level 3 Certificate in Instructing Weight Training (RQF)
- Focus awards Level 2 Certificate in Coaching Weight Lifting (RQF)

Useful Websites and Supporting Materials

- www.focusawards.org.uk/supportingmaterials
- www.ofqual.gov.uk
- www.britishweightlifting.org

Links to National Occupational Standards

Where there are links to national occupational standards they have been identified in each of the units.

Qualification Structure/Rules of Combination

To successfully achieve this qualification, learners must complete the mandatory unit totalling 2 credits.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory				
Weight Training Instructing	F/617/4020	2	16	3

Appendix A: Units

Weight Training Instructing

Unit Number: F/617/4020

Level: 2

Credit: 3

GLH: 16

Unit Details: The aim of this unit is to understand the role and responsibility of an instructor in weight training and be able to prepare, deliver and evaluate weight training sessions for individuals and a group

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the role and responsibility of an instructor in weight training	1.1	Describe the roles and responsibilities of an instructor in Weight Training
		1.2	Outline the regulations of an instructor in Weight Training
		1.3	Explain the duty of care and safe instructing practice of an instructor in Weight Training
		1.4	Outline the principles of safeguarding children and adults at risk
		1.5	Identify correct procedures for dealing with accidents, injuries and illnesses
		1.6	Outline how to ensure inclusive delivery of instructing activities for all
		1.7	Define person centred approach and the importance in instructing weight training
		1.8	Identify individuals you might need to gain additional expertise to support the client from
2	Be able to prepare, deliver and evaluate weight training sessions for individuals and a group	2.1	Select activities to meet needs of individual or a group
		2.2	Plan training schedules to meet needs of individual and
		2.3	Prepare the weight lifting environment to meet needs

			of individual and group
		2.4	Deliver appropriate warm ups and cool downs for sessions
		2.5	Deliver weight training schedules for individual and groups, ensuring safety at all times
		2.6	Deliver the BWL technical model for key Weight Training exercises and correct common faults
		2.7	Assess individual(s) lifting skills and provide appropriate feedback
		2.8	Review individual and group performance, own instructing and the session, allowing for continuous development
3	Be able to deliver correct technical guidance on key weight training exercises	3.1	<p>provide correct advice on the following weight training exercises</p> <ul style="list-style-type: none"> ➤ Back squat ➤ Front squat ➤ Power snatch ➤ Power clean ➤ Power jerk ➤ Deadlift ➤ Stiff leg deadlift ➤ Reverse lunge ➤ Press ➤ Bench press ➤ Bent over row

Appendix B: Assessment Strategy

Tutor and Assessor Requirements

To deliver this qualification the trainer/centre must be approved by British weight lifting. Visit the website www.britishweightlifting.org/ for more details or contact info@focusawards.org.uk

It is essential that candidates are assessed by competent individuals. Assessors therefore need to have a thorough knowledge and understanding of assessment and quality assurance practices and an in-depth knowledge and understanding of the qualifications for which they are assessing candidates.

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that you have the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Level 4 award in Preparing to Teach in the Life Long Learning Sector (PTTLS);
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Certificate in Education.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Requirements of Assessors:

Assessors should hold or be working towards the following:

- A1 qualification (previously D32, D33);
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Possess a beauty therapy qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the beauty therapy framework of qualifications

Assessors must be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements of Internal Quality Assurers (IQA):

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.
- Possess a beauty therapy qualification equivalent to the qualification or units being taught/assessed or quality assured
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years
- Be knowledgeable of the beauty therapy framework of qualifications

IQA's must also show the following;

- Relevant technical/occupational competency in the disciplines/units they wish to assure.

Please note simulation is not allowed for all units

Please note trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

Exemptions, Equivalences, Credit Transfer and RPL

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery.

This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guided Learning Hours (GLH)

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Total Qualification Time (TQT)

Total Qualification Time is defined by the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- The number of hours which 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, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Assessment

To comply with Focus Awards Equality and Diversity Policy assessment practices it is a requirement that reasonable adjustments be made, where necessary, to enable individual learners to undertake assessments without bias. Please familiarise yourself with Focus guidance and the procedures for applying reasonable adjustments.

To ensure compliance, assessments must fulfil all assessment criteria and learning outcomes set out in the qualification specification and assessment strategy guidelines. The method of assessment may be adjusted to accommodate learners requiring alternative assessment methods in order to evaluate a learner's competency fairly. Detailed assessment and evidence requirements are provided in the qualification assessment strategy.

Consistency of Assessment Decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are either qualified or working towards current assessor standards: Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocational Achievement (A1 and D32/33 are also acceptable)
- Assessors have competency in the subjects relevant to the units that they wish to assess
- Assessors are observed at least annually by qualified IQA's during assessment
- Focus Awards make available 'Assessment Guidance' documentation for each qualification
- Standardisation exercises take place within the Centre
- Centre training days run by Focus Awards include assessment best practice
- External quality assurance is carried out by trained and qualified EQA's at least twice per year in each Centre

Judging Authenticity

- All centres and assessors must monitor and control the generation of evidence to ensure that evidence provided by learners is their own and is current, reliable, sufficient, valid and meets the qualification standard
- Learners must complete an assignment declaration form to confirm that the materials they present are their own work. All centres,

trainers and assessors should ensure that this declaration is signed by the learners

- A Record of Achievement document must be implemented to record how the assessment criteria and learning outcomes have been sufficiently covered. By using this document and 'signing off' learners' evidence the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic, is their own unassisted work and that it meets the stated assessment criteria and learning outcomes required
- Where the authenticity of the work is in doubt, checks to ascertain its authenticity should be carried out by the assessor, the use of oral questioning, for example, to check that the learner's knowledge matches the evidence provided
- Evidence which is not considered to be authentic should be disallowed

Guidance on Re-submission of Learner Assessment

- There is no limit to the number of times that work may be resubmitted for assessment by the learner. However, you may wish to implement your own systems and policies for additional advice/support for those learners who have been unsuccessful on a number of occasions
- There is no limit to the number of times that the learner may redraft their assessment prior to it being submitted for assessment
- Assessors/tutors must not give learners, or lead them to, the correct answers, they may however offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly
- Assessors/tutors should not add to learners' answers where they do not fully meet the required standard in the worksheets, etc. The learner should be asked to add to their own answers until they have demonstrated competence at the required standard

Use of Language and Stimulus Materials

It is the responsibility of each individual Centre to provide its learners with appropriate resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within them should be appropriate and suitable for the learners needs. They are appropriate only if they:

- Facilitate learners to demonstrate their level of attainment
- Require skills, knowledge, and understanding that are required for the qualification
- Are clear and unambiguous (except where ambiguity forms part of the assessment) and
- Are not expected to cause unnecessary offence to learners.

These materials and their use will be reviewed during EQA monitoring visits to the Centre and an EQA will take into account the following when considering whether language and stimulus materials for learning and assessment are appropriate:

- The age of learners who may realistically be expected to take the qualification
- The qualification level
- The qualification objective
- The skills, knowledge and understanding assessed for the qualification
- It comprises content or language which could lead to a group of learners sharing a common attribute or circumstance experiencing an unreasonable disadvantage in the level of achievement that they are able to demonstrate in the assessment because of that attribute or circumstance

Please note that, you must show how each of the learning outcomes has been covered for the creation of manuals or text books, and for assessment

materials an evidence referencing system must be adopted to show how each of the assessment criteria has been covered.

Appendix C: Guidance on Observed Assessments

Assessment Briefing

When a planned observed assessment is to be carried out, it is essential that a briefing is conducted by the assessor prior to the assessment. This assessment briefing should cover the following information:

- Where the assessment will take place
- How the assessment will be conducted
- What the learner is expected to present or demonstrate in terms of performance evidence
- Any documentation which forms part of the assessment
- Where and when questioning and feedback will take place
- What the learner needs to do if there is a disagreement with the assessment decision (appeals procedure)
- The assessor should also use this briefing activity to let students seek clarification or ask questions on any issue relating to the planned assessment. Other individuals such as clients who are involved in the assessment process should also be part of the assessment briefing.
- The assessment briefing can be conducted in either a one to one or group briefing. In group situations the assessor will briefly confirm the process with each individual before beginning the assessment.

Observing the Learner

Observation involves the assessor viewing the learner while they carry out the planned tasks and is the primary method used to assess practical competence. The assessor should adhere to the following guidelines when carrying out an observed assessment:

- Involve the learner
- Complete an adequate briefing
- Use an assessment checklist
- Avoid carrying out an assessment in a noisy environment
- Ensure a good observational position which enables seeing and hearing the events taking place appropriately
- Avoid involvement in the assessment process except for the purpose of health and safety or when 'moving on'
- When 'moving on', use only limited dialogue, the phrase 'thank you, can you move onto the next exercise please' is sufficient

- Avoid using dialogue which could give an indication of performance such as 'well done' or 'that's great'
- Ensure that adequate time is planned for the purpose of giving immediate feedback following the assessment
- Discreet and unobtrusive methods of recording the observation should be used where possible. Shuffling paperwork can be disruptive in a quiet environment where people are focused on what is being assessed
- Be seen to be observing, never leave the room, eat, talk to other people, use a mobile phone or any perform any other action which will distract from the observation
- Avoid using positive/negative body language such as nodding the head as this could give an indication of performance
- Following the learner's performance ensure that the feedback is delivered in a suitably private, quiet and comfortable environment

Recommended Stages of an Observation for Focus Awards Level 2 Award in Instructing Weight Training (RQF)

- Step 1
Initial briefing with the learner
- Step 2
Observation of learner
- Step 3
Assessor led Learner/Client Feedback
- Step 4
Learner Evaluation with the client (15 minutes minimum)
- Step 5
Assessor Questions to assess knowledge and understanding (non-leading and open)
- Step 6
Assessor adjudication (pass/refer)
- Step 7
Assessor Feedback (written and verbal concise, constructive, and relevant to performance criteria)

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what is seen during an observation, therefore it is essential that assessors question learners if they are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see assessment criteria.
- Questions are divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?'
 - Closed questions will ultimately result in the learner responding with a 'Yes' or 'No' response. This is not a good technique when assessing a learner's underpinning knowledge, as it is very hard for the assessor not to lead learners in this scenario.
- Assessors should always use open questions when assessing knowledge and understanding.
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. They must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there would not be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors must be careful not to use questions that could give clues to a learner and lead them to the right answer. Assessors should also be aware of any opinions or preferences they may hold which could affect the way they direct their questions. It is also possible to lead a learner to an answer by the tone or inflection of the voice or through body language or facial expression.

Feedback

‘Structured, helpful information that is given to someone to suggest what can be done to improve a performance’

- Feedback following an assessment should specifically relate to what has been assessed and how the evidence witnessed meets, or does not fully meet the standards being assessed

- Feedback should not include an assessor's opinion and should not be delivered as criticism. Criticism is subjective it is one individual's judgement of another person, or their work. Criticism will likely make a person feel angry or devalued; it does not boost self-confidence or assist a learner with solving a problem. Criticism indicates disapproval, dismissal, or rejection, and is unlikely to lead to the result intended; it may however create a negative situation or a hostile response
- Effective feedback should always be constructive and positive; it must be a two way process which involves the learner at all times and should be delivered using the 'feedback sandwich' model of placing constructive feedback between positive comments
- The assessment decision should be given to the learner at the beginning of the feedback session. The learner will then be more able to concentrate and focus on their feedback and not be distracted waiting for the pass/refer result of their performance