

Qualification Specification

Focus Awards Level 2 Certificate in Fitness
Instructing (Exercise and Physical Activity for
Children) (RQF)

603/4163/4



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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Qualification Details

QAN:	603/4163/4	GLH:	157
Credit:	24	TQT:	238

Qualification Purpose

The Focus Awards Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children) (RQF) is aimed at those learners who work or want to work in the Exercise and Fitness sector.

The qualification will enable learners to instruct exercise and physical activity for children, motivating, preparing, ending and reflecting on health related exercise/physical activity to children. Learners will also develop an understanding needed when collecting and using relevant information when planning a safe and effective exercise/physical activity for children.

Learner Entry Requirements

The qualification is open to anyone who is capable of reaching the required standards. The qualification 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) and application of number involved, and learners should have basic skills in communication and application of number at levels 3 and 2 respectively

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 to undertake the qualification.

Geographical Coverage

This qualification is available in England and Northern Ireland.

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Reasonable Adjustments and Special Considerations

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

Assessment Methods

The Focus Awards Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children) (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 2 Diploma in Instructing Exercise and Fitness
- Focus Awards Level 3 Certificate in Personal Training
- Focus Awards Level 3 NVQ diploma in Personal Training
- Apprenticeship in Exercise and Fitness

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Useful Websites and Supporting Materials

- www.focusawards.org.uk/supportingmaterials
- www.skillsactive.org.uk
- www.habia.org
- www.ofqual.gov.uk

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

In order to successfully achieve the Focus Awards Level 2 Certificate in Fitness Instructing (Exercise and Physical Activity for Children) (RQF) learners must complete all the mandatory units.

Unit Title	Unit Ref	Level	GLH	Credit
Mandatory				
Anatomy and physiology for exercise	H/600/9013	2	41	6
Health safety and welfare in a fitness environment	T/600/9016	2	16	2
Principles of exercise, fitness and health	A/600/9017	2	28	4
Know how to support clients who take part in exercise and physical activity	M/600/9015	2	13	2
Planning health related exercise and physical activity for children	A/600/9048	2	23	3
Instructing health related exercise and physical activity to children	T/600/9050	2	36	6

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Appendix A: Units

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Anatomy and physiology for exercise and health

Unit Number: A/600/9013

Level: 2 **GLH:** 41

Credit: 6

Unit Details: The aim of this unit is to develop learner knowledge and understanding of anatomy and physiology of the human body and how this relates to exercise and health, including postural and core stability.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the structure and function of the circulatory system	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
2	Understand the structure and function of the respiratory system	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
3	Understand the structure and function of the skeleton	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

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		3.7	Describe posture in terms of: <ul style="list-style-type: none"> ➤ 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
4	Understand joints in the skeleton	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
5	Understand the muscular system	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
6	Understand the life-course of the musculoskeletal system and its implications for special populations exercise	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: <ul style="list-style-type: none"> ➤ Young people in the 14-16 age range ➤ Antenatal and postnatal women ➤ Older people (50 plus)
7	Understand energy systems and their relation to exercise	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

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			during aerobic and anaerobic exercise
8	Understand the nervous system and its relation to exercise	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

Health safety and welfare in a fitness environment

Unit Number: T/600/9016

Level: 2 **GLH:** 16

Credit: 2

Unit Details: The aim of this unit is to develop the learner’s knowledge and understanding in emergency procedures, health and safety requirements, risks and safeguarding children and vulnerable adults in a fitness environment.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand emergency procedures in a fitness environment	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
2	Understand health and safety requirements in a fitness environment	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
3	Understand how to control risks in a fitness environment	3.1	Identify possible hazards in a fitness environment, relating to: <ul style="list-style-type: none"> ➤ Facilities ➤ Equipment

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			<ul style="list-style-type: none"> ➤ 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
4	Understand how to safeguard children and vulnerable adults	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

Principles of exercise, fitness and health

Unit Number: A/600/9017

Level: 2 **GLH:** 28

Credit: 4

Unit Details: The aim of this unit is to develop the learner’s knowledge and understanding in effects of exercise on the body, applying the principles and variables to a fitness programme, safely monitoring exercise intensity, health benefits of physical activity and the importance of eating healthy.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the effects of exercise on the body	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
2	Understand the components of fitness	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
3	Understand how to apply the principles and variables of fitness to an exercise programme	3.1	Describe the physiological implications of: <ul style="list-style-type: none"> ➤ Specificity ➤ Progressive overload ➤ Reversibility

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			<ul style="list-style-type: none"> ➤ 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
4	Understand the Exercise contraindications and key safety guidelines for special populations	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
5	Understand how to safely monitor exercise intensity	5.1	Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> ➤ The talk test ➤ Rate of perceived exertion (rpe) ➤ Heart rate monitoring and the use of different heart rate zones
6	Understand the health benefits of	6.1	Describe the health benefits of physical

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	physical activity		activity
		6.2	Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> ➤ Coronary Heart Disease ➤ Some cancers ➤ Type 2 Diabetes ➤ Hypertension ➤ Obesity ➤ Osteoporosis
7	Understand the importance of healthy eating	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

Know how to support clients who take part in exercise and physical activity

Unit Number: M/600/9015

Level: 2 **GLH:** 13

Credit: 2

Unit Details: The aim of this unit is to develop the learner’s knowledge and understanding in forming effective working relationships with clients, addressing barriers to exercise and supporting clients in adhering to physical exercise in the short and long term.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to form effective working relationships with clients	1.1	Explain why it’s important to form effective working relationships with clients
		1.2	Explain why it’s 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
2	Understand how to address barriers to exercise/physical activity that clients experience	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
3	Understand how to support clients to adhere to exercise/physical activity	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

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		3.5	Describe how to review and revise short, medium and long term SMART goals
4	Understand how to provide ongoing customer service to clients	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

Planning health related exercise and physical activity for children

Unit Number: L/600/9023

Level: 2 **GLH:** 23

Credit: 3

Unit Details: The aim of this unit is to develop the knowledge and understanding a learner needs when collecting and using relevant information when planning a safe and effective exercise/physical activity for children.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to collect relevant information to plan health related exercise/physical activity for children	1.1	Describe the process of screening as it applies to children
		1.2	Explain the process of informed consent as it applies to children
		1.3	Describe different methods to collect information: <ul style="list-style-type: none"> ➤ Questionnaire ➤ Interview ➤ Observation
		1.4	Describe how to determine which method/s of collecting information are appropriate according to the individual child
2	Be able to collect relevant information to plan safe and effective exercise/physical activity for children	2.1	Collect the information needed to plan exercise/physical activity sessions for children
		2.2	Make sure the information is accurate and up-to-date
		2.3	Give examples of how participant information affect the planning of exercise/physical activity for children
		2.4	Make sure there is informed parental/carer consent for the exercise/physical activity sessions
		2.5	Maintain confidentiality of information
3	Understand how to use information to plan health related exercise/physical activity for	3.1	Describe the factors, based on screening, which may affect safe exercise/physical activity participation for children

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	children	3.2	Give example of how information affects the planning of health related exercise/physical activity sessions for children
		3.3	Identify the reasons for temporary deferral of exercise in children
		3.4	Explain the reasons for referring children to other professionals
		3.5	Describe the process of referring children to other professionals
4	Understand how to plan safe and effective exercise/physical activity for children	4.1	Identify the key stages in planning and preparing exercise/physical activity for children
		4.2	Outline how to identify objectives for sessions based on collected information and ensure they: <ul style="list-style-type: none"> ➤ Promote and enhance activity levels ➤ Improve social skills ➤ Promote personal development ➤ Improve skills and techniques ➤ Provide opportunities for fun and enjoyment
		4.3	Describe how the use of music can enhance exercise/physical activity sessions for children
		4.4	Describe how to apply the principles and variables of fitness to a range of activities to achieve health benefits and required levels of physical activity in children
		4.5	Identify exercises/physical activities that are safe and appropriate for children of all ages, and include possible alternatives
		4.6	Outline the importance and application of warm up and cool down when designing exercise/physical activity for children
5	Be able to plan safe and effective exercise/physical activity for children	5.1	Identify objectives that are appropriate to: <ul style="list-style-type: none"> ➤ The needs and potential of children ➤ Accepted good practice in the industry ➤ The learner's own level of competence ➤ The aims of the session

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		5.2	Plan exercise/physical activity that will help children to achieve the planned objectives
		5.3	Structure the session so that children will be motivated to adhere to exercise/physical activity
		5.4	Plan realistic timings for sessions
		5.5	Identify ground rules for behaviour that will minimise risks to children
		5.6	Record plans in an appropriate format

Instructing health related exercise and physical activity to children

Unit Number: T/600/9050

Level: 2 **GLH:** 36

Credit: 6

Unit Details: The aim of this unit is to develop the knowledge and understanding a learner needs when instructing, motivating, preparing, ending and reflecting on health related exercise/physical activity to children.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the principles of instructing health related exercise/physical activity to children	1.1	Identify the safe and effective alignment for a range of health related exercises/physical activities for children
		1.2	Identify different methods of adapting health related exercise/physical activity to the needs of children
		1.3	Describe how to develop children's co-ordination by building exercises/movements up gradually
		1.4	Describe the principles of group behaviour management when working with children in the age range 5-15
2	Understand the principles of motivating children to adhere to exercise/physical activity	2.1	Explain why children need to take personal responsibility for their own fitness and motivation
		2.2	Identify the typical barriers to exercise/physical activity that children experience
		2.3	Describe strategies that can help children overcome these barriers
		2.4	Explain how incentives and rewards, appropriate to a range of children, can be used to strengthen motivation and adherence
		2.5	Explain how children's exercise/physical activity preferences can be used to strengthen motivation and adherence

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		2.6	Describe how to assist children to develop their own strategy for motivation and adherence appropriate to their age
3	Be able to prepare children for exercise/ physical activity	3.1	Help children feel welcome and at ease in the exercise environment
		3.2	Provide sufficient and appropriate resources for the session
		3.3	Follow the correct procedures for registering children's attendance
		3.4	Check children's level of experience, ability and physical/medical condition
		3.5	Confirm or revise plans in the light of new information
		3.6	Explain the purpose and value of the exercises/physical activities, including the warm-up and cool-down
		3.7	Explain the agreed exercises/physical activities, including physical and technical demands
		3.8	Provide clear information to children about the ground rules for behaviour and the reasons for these
		3.9	Advise children, parents and carers of the facility's emergency procedures
4	Be able to instruct exercise/physical activity to children	4.1	Check that children are appropriately dressed for exercise/physical activity
		4.2	Develop and maintain an atmosphere of fun and enjoyment
		4.3	Prepare children for the session using safe and effective warm ups
		4.4	Give explanations and demonstrations that are technically correct and appropriate to the needs and level of experience of children
		4.5	Communicate with children in a way that: <ul style="list-style-type: none"> ➤ Is appropriate to their needs ➤ Is fun ➤ Motivates them to take part
		4.6	Monitor that children take part in the session in a safe manner
		4.7	Keep to the planned timings for the session

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		4.8	Use appropriate volume, pitch and voice projection according to the exercise/physical activity
		4.9	Provide cueing to enable children to work to the structure and phrase of the music, where relevant
5	Be able to support children to take part in exercise/physical activity	5.1	Present a positive image of self and organisation to children
		5.2	Establish an effective working relationship with children
		5.3	Communicate with children in a way that makes them feel valued
		5.4	Use motivational styles appropriate to children and the exercise/physical activity format
		5.5	Give the children attention and motivation as appropriate to their needs
		5.6	Provide appropriate progressions and regressions
		5.7	Use appropriate methods to correct and reinforce technique, including: <ul style="list-style-type: none"> ➤ Changing positions ➤ Asking questions ➤ Making adaptations/offering alternatives ➤ Using verbal communications ➤ Using visual communications
		5.8	Build exercises/physical activities gradually as appropriate for children
		5.9	Manage children's behaviour throughout the session
		5.10	Provide guidance and feedback which is timely, clear and helps children achieve the objectives
		5.11	Adapt the exercises/physical activities to the changing needs of children during the session
6	Be able to bring an exercise/physical activity session to an end	6.1	Allow sufficient time to end the session
		6.2	End the session using cool down activities that are safe and effective for children

		6.3	Provide motivational feedback on the session to children
		6.4	Provide children with the opportunity to: <ul style="list-style-type: none"> • think about the session • ask questions • provide feedback
		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
7	Be able to reflect on providing health related exercise/physical activity for children	7.1	Review the outcomes of working with children, their feedback and feedback from other adults/carers
		7.2	Identify: <ul style="list-style-type: none"> ➤ How well the exercises/physical activities met children's needs ➤ How effective and motivational the relationship with the children was ➤ How well the instructing style matched children's needs
		7.3	Identify how to improve personal practice
		7.4	Explain the value of reflective practice

Appendix B: Assessment Strategy

Tutor and Assessor Requirements

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;

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- 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:

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- 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

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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

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- 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'

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- 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 Certificate in Fitness Instructing (Exercise and Physical Activity for Children) (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 learners 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