

CYQ/Edexcel BTEC mapping summary

This document relates to the following Level 2 QCF fitness units:

1. **Anatomy and Physiology for Exercise**
2. **Health, Safety and Welfare in a Fitness Environment**
3. **Principles of Exercise, Fitness and Health**
4. **Know How to Support Clients Who Take Part in Exercise and Physical Activity**

These units are components of the following CYQ qualifications:

- **Level 2 Certificate in Fitness Instructing**
- **Level 2 NVQ Diploma in Instructing Exercise and Fitness**
- **Level 3 Certificate in Personal Training**
- **Level 3 NVQ Diploma in Personal Training**

And have been mapped to units in the following Edexcel BTEC qualifications:

- **Level 3 Certificate in Sport (QCF)**
- **Level 3 Certificate in Sport and Exercise Sciences (QCF)**
- **Level 3 Subsidiary Diploma in Sport and Exercise Sciences (QCF)**
- **Level 3 Subsidiary Diploma in Sport (QCF)**
- **Level 3 Diploma in Sport (QCF)**
- **Level 3 Diploma in Sport and Exercise Sciences (QCF)**
- **Level 3 Extended Diploma in Sport (QCF)**
- **Level 3 Extended Diploma in Sport and Exercise Sciences (QCF)**
- **Level 3 BTEC National Award/Certificate/Diploma in Sport (NQF)**
- **Level 3 BTEC National Award/Certificate/Diploma in Sport and Exercise Science (NQF)**

Units 1 and 3

The BTEC qualifications map well to the two fitness units: *Anatomy and Physiology for Exercise* and *Principles of Exercise, Fitness and Health* but there are some learning outcomes and assessment criteria which need further teaching and assessment to ensure that learners' knowledge and understanding is sufficient to meet the requirements of the fitness units.

Thus, learners who have achieved any of the BTEC qualifications above will be eligible for RPL (Recognition of Prior Learning) and will not be required to complete the usual multiple-choice tests for these two units. Instead they will be required to complete a worksheet for each unit consisting of short-answer questions which cover those areas missing from the BTEC units.

Units 2 and 4

The remaining two units are less well covered by the BTEC qualifications and will not be accepted by CYQ for RPL. However, there is some coverage of learning outcomes and these are included below to facilitate planning of teaching and learning.

The tables on the following pages highlight those areas of the fitness units which are not sufficiently covered by the BTEC qualifications, and therefore those areas which will need to be taught (on top of the BTEC programmes) and assessed (as described above) for achievement of the fitness units:

Note: CYQ resources including syllabuses, manuals, schemes of work and PowerPoint presentations are available for these Level 2 Mandatory Units.

Unit 1: Anatomy and Physiology for Exercise

| Assessment criterion | | Gaps in BTEC in Sport | Gaps in BTEC in Sport & Exercise Science |
|----------------------|---|-----------------------|--|
| 1.7 | Identify blood pressure classifications | No/little coverage | |
| 3.5 | Explain the structure of long bone | No/little coverage | No/little coverage |
| 3.6 | Explain the stages of bone growth | insufficient coverage | No/little coverage |
| 4.4 | Describe joint movement potential and joint actions | No/little coverage | |
| 5.6 | Describe the structure and function of the pelvic floor muscles | No/little coverage | No/little coverage |
| 5.8 | Describe the different types of muscle action | No/little coverage | |
| 5.9 | Identify skeletal muscle fibre types and their characteristics | | No/little coverage |
| 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) | No/little coverage | No/little coverage |
| 8.1 | Describe the role and function of the nervous system | No/little coverage | |

Unit 2: Health, Safety and Welfare in a Fitness Environment

| Assessment criterion | | Gaps in BTEC in Sport | Gaps in BTEC in Sport & Exercise Science |
|----------------------|--|-----------------------|--|
| 1.1 | Identify the types of emergencies that may occur in a fitness environment | Weak coverage | Weak coverage |
| 1.2 | Describe the roles that different staff and external services play during an emergency | Weak coverage | No/little coverage |
| 1.3 | Explain the importance of following emergency procedures calmly and correctly | Weak coverage | Weak coverage |
| 1.4 | Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people | Weak coverage | Weak coverage |
| 2.2 | Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment | Weak coverage | No/little coverage |
| 2.4 | Identify the typical roles of individuals responsible for health and safety in a fitness organisation | Weak coverage | No/little coverage |
| 3.2 | Describe how to risk assess the types of possible hazards in a fitness environment | | No/little coverage |
| 3.3 | Describe how to control risks associated with hazards in a fitness environment | Weak coverage | No/little coverage |
| 3.4 | Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally | Weak coverage | No/little coverage |
| 4.1 | Describe what is meant by safeguarding the welfare of children and vulnerable adults | Weak coverage | No/little coverage |

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| 4.2 | Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults | Weak coverage | No/little coverage |
| 4.3 | Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual | Weak coverage | No/little coverage |
| 4.4 | Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual | Weak coverage | No/little coverage |
| 4.5 | Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures | | No/little coverage |
| 4.6 | Describe the procedures to follow to protect oneself from accusations of abuse | | No/little coverage |
| 4.7 | Identify the statutory agencies responsible for safeguarding children and vulnerable adults | | No/little coverage |
| 4.8 | Explain when it may be necessary to contact statutory agencies | | No/little coverage |
| 4.9 | Describe how to maintain the confidentiality of information relating to possible abuse | | No/little coverage |

Unit 3: Principles of Exercise, Fitness and Health

| Assessment criterion (AC) | | Gaps in BTEC in Sport | Gaps in BTEC in Sport & Exercise Science |
|---------------------------|--|---|---|
| 1.3 | Describe the “blood pooling” effect following exercise | No/little coverage | No/little coverage |
| 1.4 | Describe the effects of exercise on bones and joints including the significance of weight bearing exercise | | No/little coverage |
| 1.5 | Describe delayed onset of muscle soreness (DOMS) | No/little coverage | No/little coverage |
| 1.6 | Identify exercises or techniques likely to cause delayed onset of muscle soreness | No/little coverage | No/little coverage |
| 2.1 | Define the components of health related fitness | Weak coverage | Weak coverage |
| 2.3 | Identify the factors that affect health and skill related fitness | Factors that affect skill related fitness not covered | Factors that affect skill related fitness not covered |
| 3.4 | Explain how to recognise when and how to regress a training programme | No/little coverage | No/little coverage |
| 3.6 | Describe the effect of speed on posture, alignment and intensity | Some coverage | Some coverage |
| 7.1 | Describe the national food model/guide | No/little coverage | No/little coverage |

Unit 4: Know How to Support Clients Who Take Part in Exercise and Physical Activity

| Assessment criterion (AC) | | Gaps in BTEC in Sport | Gaps in BTEC in Sport & Exercise Science |
|---------------------------|--|-----------------------|--|
| 1.1 | Explain why it's important to form effective working relationships with clients | Weak coverage | Weak coverage |
| 1.2 | Explain why it's important to present oneself and the organisation positively to clients | No/little coverage | No/little coverage |
| 1.3 | Describe how different communication skills can be used to assist clients with motivation | Weak coverage | Weak coverage |
| 1.4 | Explain the importance of valuing equality and diversity when working with clients | Weak coverage | Weak coverage |
| 2.2 | Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence | Weak coverage | Weak coverage |
| 2.3 | Describe different incentives and rewards that can strengthen clients' motivation and adherence | Weak coverage | Weak coverage |
| 2.4 | Describe different strategies that can help clients overcome typical barriers to exercise/physical activity | Weak coverage | Weak coverage |
| 3.1 | Explain why it is important for a client to take personal responsibility for their own fitness and motivation | Weak coverage | No/little coverage |
| 3.2 | Describe how to assist clients to develop their own strategy for motivation and adherence | Weak coverage | No/little coverage |
| 3.3 | Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity | Weak coverage | No/little coverage |
| 3.4 | Describe how to set short, medium | Weak coverage | Weak coverage |

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| | and long term SMART goals | | |
| 3.5 | Describe how to review and revise short, medium and long term SMART goals | Weak coverage | Weak coverage |
| 4.1 | Explain the importance of client care both for the client and the organisation | No/little coverage | No/little coverage |
| 4.2 | Explain why it is important to deal with clients needs to their satisfaction | Weak coverage | No/little coverage |
| 4.3 | Identify where to source relevant and appropriate information to meet clients needs | Weak coverage | No/little coverage |
| 4.4 | Explain the importance of dealing with any delay in meeting clients needs timely and effectively | No/little coverage | No/little coverage |
| 4.5 | Give examples of how to exceed customer expectations, when appropriate | Weak coverage | No/little coverage |
| 4.6 | Explain the importance of handling client complaints positively following an organisation's procedure | Weak coverage | No/little coverage |