



Qualification
Guidance
Syllabus

Level 3 Award in Conditioning for Exercise and Sports Performance

Qualification
Accreditation Number:
601/8835/2
Version AIQ005033

Active iQ

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Active IQ Level 3 Award in Conditioning for Exercise and Sports Performance

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Introduction

The Active IQ Level 3 Award in Conditioning for Exercise and Sports Performance is at level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours: 29

Total qualification time: 63

Entry requirements

- Learners must hold a Level 2 Certificate in Fitness Instructing (Gym, ETM, Aqua) or equivalent, a Level 2 Coaching qualification or a Level 2 Activity Leadership qualification.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Fitness instructors.
- Personal trainers.
- Sports coaches.

Aim

To provide learners with the knowledge and skills to:

- Be able to plan and instruct sports conditioning programmes to improve exercise and sports performance.

Objectives

To provide learners with the knowledge and skills to:

- Understand the role of a sports conditioning coach.
- Understand the principles of programming for sports conditioning.
- Understand sporting demands and how they can be used to inform effective sports conditioning programming.
- Be able to plan sports conditioning programmes to improve performance.
- Be able to instruct effective sports conditioning sessions.

Progression

This qualification provides progression onto:

- Other Active IQ qualifications, for example:
 - Active IQ Level 3 Award in Instructing Outdoor Fitness.
 - Active IQ Level 3 Award in Nutrition for Sport and Exercise Performance.

Links to National Occupational Standards (NOS)

There are links to:

- SKAEF27 plan, prepare, deliver and review a strength and conditioning programme.

Occupational competence statements for tutoring, assessing and internal 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 continued professional development during the last two years (this may be discipline-/context-specific or relevant to tutoring, assessing or quality assurance).

Tutors

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.

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) are achieved.

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Qualification structure

Learners must complete the two mandatory units.

Mandatory units

Unit	Unit accreditation number	Level	GLH	
1	Principles of sports conditioning	A/508/4368	3	18
2	Plan, deliver and evaluate sports conditioning programmes	F/508/4369	3	11

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the role of a sports conditioning coach	1.1 Define the term sports conditioning 1.2 Outline the role of a sports conditioning coach, to include: <ul style="list-style-type: none">• planning and preparatory responsibilities• understanding the specific requirements of each specific sport being worked with• monitoring and analysis of the sportsperson/people• balancing the needs of a team and the individual• providing appropriate conditioning programmes to benefit the individual, their team and their performance 1.3 Identify the different environments and situations in which a sports conditioning coach may be required to work, for example: <ul style="list-style-type: none">• professional sports clubs• amateur sports clubs• indoor facilities• outdoor facilities• in season• out of season• post-injury rehabilitation• competitive preparation• recovery from competition 1.4 Identify different types of sports conditioning clients 1.5 Describe the personal qualities and skills required of a sports conditioning coach 1.6 Describe the technical skills required of a sports conditioning coach

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>2. Understand how to develop self as a sports conditioning coach</p>	<p>2.1 Explain the importance of continuing professional development (CPD) for a sports conditioning coach</p> <p>2.2 Identify ways to develop the required skills and competencies of a sports conditioning coach</p> <p>2.3 Identify a range of sources that can be used to keep up-to-date with scientific research in the field of sports conditioning</p> <p>2.4 Explain how to ensure that the sources are reputable and credible and the information presented is valid and reliable</p> <p>2.5 Explain the importance of ensuring that sources of information used to develop knowledge are reputable, credible, valid and reliable</p>
<p>3. Understand the principles of programming for sports conditioning</p>	<p>3.1 Explain how the principles of training are used to programme for sports conditioning, to include:</p> <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • rest and recovery <p>3.2 Describe how the principles of fitness and training can be manipulated to maximise sports performance, to include:</p> <ul style="list-style-type: none"> • speed • agility • power and rate of force production • plyometrics • proprioception • motor control <p>3.3 Explain how programmes can be periodised to maximise competitive performance</p> <p>3.4 Explain the importance of considering both general fitness and specific sporting requirements when planning sports conditioning programmes</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Understand sporting demands and how they can be used to inform effective sports conditioning programming</p>	<p>4.1 List the types of demands that can be placed upon a sports person, to include:</p> <ul style="list-style-type: none"> • physical • environmental • physiological • biomechanical • psychological <p>4.2 Explain the importance of understanding the demands of a sport when planning conditioning programmes</p> <p>4.3 Describe how demands can be used to inform effective sports conditioning programming</p> <p>4.4 Describe how each type of demand can be assessed and analysed to provide the key information required to plan sports conditioning programmes</p> <p>4.5 Explain the importance of considering the individual and their performance goals when analysing sporting demands</p> <p>4.6 Describe ways in which an individual's specific requirements/circumstances can affect overall sporting demands</p> <p>4.7 Identify the signs and symptoms of overtraining</p> <p>4.8 Identify a range of situations when it may be necessary to refer to, or work with, other professionals</p>
<p>5. Understand how fitness assessments can support the planning of sports conditioning programmes</p>	<p>5.1 Explain the importance of selecting the most appropriate fitness assessment for a specific sport/team/individual</p> <p>5.2 Describe how to critically compare a range of fitness assessments</p> <p>5.3 Explain how fitness assessments can be used to support sports conditioning programmes that develop maximum sporting performance</p>
<p>6. Understand how assessment and programming can support the planning of sports conditioning programmes</p>	<p>6.1 Describe the injury cycle</p> <p>6.2 Identify ways that effective programming can help to break the injury cycle</p> <p>6.3 Describe different methods of carrying out postural assessments, to include:</p> <ul style="list-style-type: none"> • static assessments • dynamic assessments <p>6.4 Explain how static and dynamic postural assessments can be used to support sports conditioning programmes</p>
<p>Assessment</p>	<p>Assignments</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Be able to gather appropriate information to plan a sports conditioning programme</p>	<p>1.1 Analyse the demands of a sport</p> <p>1.2 Identify the performance demands of the sport's training and competition phases, to include:</p> <ul style="list-style-type: none"> • priorities of sports or sporting governing bodies • team priorities • individual priorities <p>1.3 Perform appropriate medical and lifestyle screening prior to any fitness or postural assessment</p> <p>1.4 Select a range of appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands</p> <p>1.5 Explain selected assessment protocols concisely, answering any questions from involved parties clearly, and check understanding</p> <p>1.6 Obtain informed consent for planned fitness and postural assessments and future programmed exercises and activities</p> <p>1.7 Perform appropriate fitness and postural assessments to identify the current performance capabilities of a sportsperson in relation to the performance demands</p> <p>1.8 Analyse the collected information from demands analysis and fitness and postural assessments to compare current performance capabilities in relation to the performance activity</p> <p>1.9 Discuss and agree specific, measurable, achievable, relevant, timed (SMART) goals with all involved parties, to include:</p> <ul style="list-style-type: none"> • short-term goals • medium-term goals • long-term goals <p>1.10 Record all information collected in a manner that adheres to legal and organisational requirements</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Be able to plan sports conditioning programmes to improve performance	2.1 Identify exercises and activities that can be used to improve performance in line with the agreed specific, measurable, achievable, relevant, timed (SMART) goals 2.2 Describe how to progress exercises and activities to maximise performance in line with agreed specific, measurable, achievable, relevant, timed (SMART) goals 2.3 Design sessions and programmes that follow established guidelines to minimise injury risk and optimise adaptation and progression towards the agreed specific, measurable, achievable, relevant, timed (SMART) goals 2.4 Design short-, medium- and long-term progressive programmes that effectively apply the principles of periodisation 2.5 Explain measures to ensure the health and safety of sessions and programmes, including injury risk management strategies 2.6 Discuss and agree the periodised plan with all involved parties 2.7 Discuss and agree points of evaluation and review of the progression and programme with all involved parties 2.8 Obtain informed consent for the planned exercises and activities included in the progressive programme
3. Be able to prepare to deliver sports conditioning sessions	3.1 Demonstrate understanding of the facility's health and safety guidelines including normal operating procedures (NOPs) and emergency operating procedures (EOPs) 3.2 Prepare the environment, equipment and resources for the session, checking safety and making adaptations where necessary 3.3 Assess the sportsperson's readiness to participate in the planned session, to include: <ul style="list-style-type: none"> • verbal medical/health/injury screening • psychological readiness and motivation 3.4 Explain the content and structure of the planned session in relation to the agreed goals and current capabilities 3.5 Encourage questions and feedback to enable appropriate modification of the planned session 3.6 Outline appropriate health and safety information specific to the planned activities

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to instruct effective sports conditioning sessions	4.1 Deliver safe and effective warm-up activities to appropriately prepare the sportsperson/people for the conditioning session 4.2 Introduce each activity with clear instructions, rules and techniques to maximise effective performance in relation to the agreed session goals 4.3 Use appropriate verbal, visual and kinaesthetic cues to correct technique and improve movement quality where required 4.4 Use appropriate motivational strategies to facilitate and encourage maximal performance throughout the activity/exercise 4.5 Monitor performance, intensity and feedback at all times 4.6 Modify and adapt activities/exercises in response to performance and feedback 4.7 Balance the needs of the individual and the group 4.8 Deliver safe and effective cool-down activities to facilitate appropriate recovery from the conditioning session 4.9 Leave the environment and equipment in a condition suitable for future use 4.10 Record session outcomes appropriately, adhering to legal and organisational requirements
5. Be able to evaluate sessions and modify programmes accordingly	5.1 Utilise a range of methods to collect feedback from all involved parties 5.2 Self-reflect on the session(s), identifying positive and developmental aspects 5.3 Analyse the collected feedback and self-reflections 5.4 Identify appropriate modifications to future sessions/programmes 5.5 Discuss and agree modifications with all involved parties 5.6 Record evaluation, analysis and modifications appropriately, adhering to legal and organisational requirements
6. Be able to evaluate sessions to modify and develop own instructing performance	6.1 Collect feedback from all involved parties in relation to own instruction and performance during the session 6.2 Self-reflect on own instruction skills to identify positive and developmental aspects 6.3 Analyse all feedback and self-reflections 6.4 Identify ways to develop and improve future practice 6.5 Create a personal development plan including relevant development activities 6.6 Review the development activities as appropriate
Assessment	Case study Summative observed session Self-evaluation

Active IQ

Westminster House
The Anderson Centre
Ermine Business Park
Huntingdon PE29 6XY

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

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