



National Unit Specification: general information

UNIT Exercise and Fitness: Resistance Training (SCQF level 5)

CODE F826 11

SUMMARY

On successful completion of this Unit candidates will be able to identify safe practice, and participate safely and effectively in a resistance training programme. Candidates will be able to evaluate their own performance.

This Unit is designed for candidates who may wish to pursue a career in the fitness industry.

OUTCOMES

- 1 Select appropriate personal equipment for participation in resistance training programmes.
- 2 Describe and perform basic warm up and cool down activities.
- 3 Demonstrate and evaluate safe and effective participation in a resistance training programme.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent:

D682 10 *Exercise and Fitness – An Introduction* (SCQF level 4)

CREDIT VALUE

0.5 credit at SCQF level 5 (3 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: MD

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National Unit Specification: general information (cont)

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CORE SKILLS

There is not automatic certification of Core Skill components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

National Unit Specification: statement of standards

UNIT Exercise and Fitness: Resistance Training (SCQF level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Select appropriate personal equipment for participation in resistance training programmes.

Performance Criteria

- (a) Select Personal equipment appropriate for resistance training.
- (b) Explain the importance of appropriate personal equipment for resistance training.

OUTCOME 2

Describe and perform basic warm up and cool down activities.

Performance Criteria

- (a) Explain activities appropriate for resistance training warm-ups.
- (b) Explain activities appropriate for resistance training cool-downs.
- (c) Perform basic warm up and cool down activities appropriate for resistance training programmes.

OUTCOME 3

Demonstrate and evaluate safe and effective participation in a resistance training programme.

Performance Criteria

- (a) Demonstrate effective performance of individual activities within a resistance training programme.
- (b) Describe the basic purpose of exercises within the programme.
- (c) Utilise personal and facility equipment safely and effectively.
- (d) Evaluate own performance.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1: Performance evidence of correct equipment selection for the exercise. This must include clothing and footwear, correctly fastened.

Written and/or oral recorded evidence obtained under controlled, supervised conditions to show understanding of appropriate personal equipment. Candidate should identify clothing and footwear appropriate to the environment in which the programme is conducted.

Outcome 2: Written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment should be closed-book, restricted response. The candidate should identify:

- ◆ the three phases of warm up (pulse raiser, dynamic stretching, activity specific movement), and give at least one reason for each.
- ◆ the two main phases of cool down (returning body function to normal, promotion of recovery) and give at least one reason for each.

Performance evidence of:

- ◆ basic warm up and cool down exercises which must be contextualised for resistance training

Outcome 3: Performance evidence of:

- ◆ effective execution of individual activities. This should include a minimum of six resistance training exercises.
- ◆ safe and effective use of personal and facility equipment. This should comprise the equipment used in the six exercises identified above.

Written and/or oral recorded evidence obtained under controlled, supervised conditions:

- ◆ candidates should identify the purpose of all exercises in the programme (this should be a minimum of six exercises), and participate in at least 80% of sessions.
- ◆ candidates should evaluate their own performance, identifying at least one strength and one area for improvement. This should be done on a minimum of two occasions, one in the first 25% of the course, and one in the final 25%.

National Unit Specification: support notes

UNIT Exercise and Fitness: Resistance Training (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is essentially a practical Unit and should be taught in a practical setting with ongoing tutorial support. The Unit also requires some underpinning theoretical knowledge covering warm up, cool down, exercise purpose, and safety.

For the practical elements of the Unit an appropriate environment and equipment is required. It should be emphasised that this Unit is designed to introduce candidates to the benefits of participation. This may include fixed weight machinery or free weights equipment (Barbells and dumbbells).

If using fixed weights equipment the general principles underlying its use should be emphasised, for example correct body and machine alignment, spinal safety, breathing, movement velocity and postural control. This is not an exhaustive list, though assessors should bear in mind that this is a level 5 Unit based on individual competence and participation.

If the Unit is taught using free weights it is crucial that technique is the focus. Individual participation and competence can be easily overshadowed by a desire to increase weight, and this should be kept in mind in all teaching. It should be also be emphasised that there is no reason why this Unit should not be used (where appropriate) with younger students provided normal considerations for resistance training with such age groups are observed (High reps/low weights repetitions, technique and precision with supervised sessions at all times, no maximal lifting, plenty of variety — sets, reps, modalities).

Outcome 1: Candidates should be familiar with appropriate clothing to participate — this should include appropriate training shoes, shorts/track bottoms and upper body covering which is not restrictive or excessively loose. If using weightlifting shoes, gloves, or straps these should *only* be used in context of candidate ability and are not an Evidence Requirement. It is strongly recommended that the use of belts for spinal support is discouraged.

Outcome 2: Candidates should be taught the basic theory underpinning warm up (pulse raiser, dynamic stretching, activity specific movement) and cool down (returning body function to normal, promotion of recovery). It is strongly recommended that this section is delivered as practically as possible, with candidates introduced to the theory in this setting. The use of light sets as a warm up may be employed, though if cardiovascular training machinery (treadmills, rowing machines etc) is used it should not form a barrier to assessment. It is particularly important in resistance training sessions to conduct a full and appropriate warm up and cool down, something often overlooked by gym exercisers in fitness facilities. This should include dynamic stretching in the warm up and promotion of recovery during cool down.

National Unit Specification: support notes (cont)

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Outcome 3: Candidates should participate in a programme of resistance classes, preferably using a combination of fixed and free weights techniques. It is expected that the initial sessions would concentrate on machine setup, and free weights safety/technique development. If writing programmes for candidate participation, it is suggested that working to failure is avoided unless using this to predict 1 repetition maximums for exercise loadings. In all situations, but especially with inexperienced exercisers, the importance of correct technique should not be underemphasised.

The emphasis should be on improvement of personal competence (not necessarily reflected by the ability to lift heavier weights) in the individual exercises, and that candidates should develop an understanding of the purpose of different exercises, exercise settings, and resistance training modalities. It is important that candidates start to develop reflective learning skills, and to this end should be encouraged to identify in their own performance areas for improvement.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It is important that candidates develop an appreciation of the importance of regular fitness based activity, and should initially be introduced to resistance training in a practical setting. Underpinning knowledge may be developed by the use of handouts and work packs. Most of the Unit should, however, be delivered in a practical situation.

Centres should ensure that theoretical input covers the principles underpinning safe and effective performance, the purpose of the exercises, and reflective practice. Some level of formative peer assessment is useful in this context, but it is important to note that this Unit is not designed to produce candidates capable of instruction, and summative assessment should reflect this. The above principles should be continually reinforced during delivery of the practical elements.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The Unit requires some elements of review and reflection, so there may be opportunities to develop both Oral/Written Communication skills and *Problem Solving*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Centres must be satisfied that the evidence submitted is the work of individual candidates.

National Unit Specification: support notes (cont)

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Outcome 1: Performance evidence of correct equipment selection for the exercise. Written and/or oral recorded evidence obtained under controlled, supervised conditions to show understanding of appropriate personal equipment.

Outcome 2: Performance evidence of candidate ability to perform basic warm up and cool down exercises. Written and/or oral recorded evidence obtained under controlled, supervised conditions. The assessment should be closed-book, restricted response.

Outcome 3: Performance evidence of effective execution of individual activities, together with the safe and effective use of personal and facility equipment. Written and/or oral recorded evidence obtained under controlled, supervised conditions showing:

- (a) Knowledge of the purpose of all exercises in the programme.
- (b) Candidate evaluation of their own performance.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements