

Next Generation Higher National Unit Specification

Flexibility Training (SCQF level 7)

Unit code: J6EG 47
SCQF level: 7 (8 SCQF credit points)
Valid from: session 2022–23

Prototype unit specification for use in pilot delivery only (version 1.0) August 2022

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit teaches learners about the physiology associated with flexibility maintenance and development. Learners apply their knowledge and skills to plan and lead a structured flexibility training session, using current and accepted methodology. They learn how to lead and deliver a variety of flexibility techniques using appropriate and industry-recognised teaching methods. They deliver these sessions as stand-alone sessions or integrate them into other training programmes as warm-up, developmental, or cool-down components.

The unit is suitable for learners who want to gain knowledge and experience in flexibility training.

Entry requirements and progression routes

Entry to this unit is at your centre's discretion. We recommend learners have some experience in a sport and/or fitness environment and have communication skills equivalent to at least SCQF level 5.

The unit is a part of the Higher National Certificate (HNC) in Physical Activity and Health. Learners can progress from this group award to:

- ◆ Higher National Diploma (HND) Physical Activity and Health at SCQF level 8
- ◆ local agreements for advanced entry into university degree programmes

Unit outcomes

Learners who complete this unit can:

- 1 describe the physiology associated with developing flexibility and the factors influencing range of movement
- 2 plan a flexibility training programme for a specific client
- 3 lead a training session for a specific client that includes a variety of flexibility techniques

Evidence requirements

Learners must provide evidence to show they can complete the following outcomes.

Describe the physiology associated with developing flexibility and the factors influencing range of movement (outcome 1)

You must assess learners using short answer questions in supervised, open-book conditions. We recommend you give learners 1 hour to complete the assessment.

To successfully achieve the unit, learners must provide the following evidence:

- ◆ Describe the structure and main function of muscle spindles, including their associated reflex.
- ◆ Describe the structure and main function of Golgi tendon organs, including their associated reflex.
- ◆ Explain a minimum of three issues that can influence range of movement. These should include physiological and environmental issues.

Plan a flexibility training programme for a specific client (outcome 2)

Learners must plan a flexibility session for a specific client of their choice and develop a structured lesson plan for them. The session must include the following methods:

- ◆ two static active
- ◆ two static passive
- ◆ four dynamic
- ◆ one proprioceptive neuromuscular facilitation (PNF)

To successfully achieve the unit, learners must provide the following evidence:

- ◆ Identify appropriate timings and/or repetitions for each exercise.
- ◆ Describe relevant teaching points for each exercise.
- ◆ Describe any relevant adaptations and progressions.
- ◆ Explain the rationale for flexibility training with reference to their client.

Lead a training session for a specific client that includes variety of flexibility techniques (outcome 3)

You must assess learners using a practical assessment that is carried out in supervised conditions. Learners must demonstrate their competence by teaching the exercises to a client of their choice.

Learners lead their client through a training session, teaching and explaining safe and effective flexibility exercises. During the session, learners must show their client how to do the following exercises:

- ◆ a minimum of one upper- or one lower-body dynamic warm-up
- ◆ a minimum of one proprioceptive neuromuscular facilitation (PNF)
- ◆ a minimum of one static active cool-down
- ◆ a minimum of one static passive cool-down

To successfully achieve the unit, learners must provide the following evidence:

- ◆ Deliver an appropriate introduction that includes health and safety information.
- ◆ Identify and correct technique errors where appropriate.
- ◆ Show awareness of appropriate timings for different exercises.
- ◆ Provide adaptations and progressions when necessary.
- ◆ Answer questions after they complete their session, and provide benefits, rationale and potential contraindications of their chosen flexibility methods and exercises.
- ◆ Explain two potential benefits of improving flexibility.
- ◆ Discuss two contraindications for flexibility training methods.
- ◆ For a minimum of two flexibility training methods, explain why they chose them

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ physiological structures ◆ functions of sensory receptors related to skeletal muscle, including muscle spindles and Golgi tendon organs and their associated stretch and inverse stretch reflexes ◆ how the range of motion of a joint is influenced by: <ul style="list-style-type: none"> — physiological factors — environmental factors 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ describe the structure of muscle spindles and Golgi tendon organs, including their associated stretch and inverse reflexes ◆ explain issues affecting range of movement, including physiological and environmental issues
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the principles of lesson planning for a client ◆ why exercise choice is important ◆ why the timings for each method is important ◆ why exercise adaptations and progressions are important ◆ why flexibility training is important 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ select appropriate flexibility exercises for a chosen client ◆ plan, structure and tailor a lesson plan for a chosen client ◆ structure teaching points in a logical order
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the benefits of improving flexibility ◆ contraindications for flexibility training methods ◆ the reasons for using the following flexibility training methods: <ul style="list-style-type: none"> — static active — static passive — dynamic — PNF 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ lead a training session that includes a variety of flexibility exercises ◆ discuss client and gym health and safety ◆ identify and correct technique errors ◆ show awareness of timings ◆ provide adaptations and progressions when necessary

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the physical activity and health sector.

Self-management

This meta-skill includes:

- ◆ focusing: sorting information, attention to detail, and filtering in outcome 2 and 3
- ◆ integrity: self-awareness, ethics and self-control in outcome 3
- ◆ adaptability: critical reflection, adaptability, self-learning, resilience in all outcomes
- ◆ initiative: courage, independent thinking, decision making, self-belief, self-motivation, responsibility in outcomes 2 and 3

Social intelligence

This meta-skill includes:

- ◆ communicating: receiving information, listening, giving information in all outcomes
- ◆ collaborating: relationship building, teamworking and collaboration, social perceptiveness in all outcomes
- ◆ leading: developing and inspiring others in all outcomes

Innovation

This meta-skill includes:

- ◆ curiosity: questioning, observation, information sourcing, problem recognition in outcome 3
- ◆ sense-making: holistic thinking, synthesis, analysis in outcome 3
- ◆ critical thinking: logical thinking, judgement in outcome 2 and 3

Delivery of unit

This is an optional unit in the HNC Physical Activity and Health and in Year 1 of the Higher National Diploma (HND).

The notional design length is 40 hours. However, the amount of time you allocate to each outcome is at your centre's discretion.

You can deliver this unit as a stand-alone unit or with the following mandatory units:

- ◆ Exercise Practitioner 1 (SCQF level 7)
- ◆ Training Principles for Exercise (SCQF level 7)

Additional guidance

The guidance in this section is not mandatory.

Approaches to delivery

We recommend you deliver and assess the outcomes in numerical order. Using a variety of teaching methods can help improve delivery: for example, group discussion blends learner experiences with input from you. You should encourage learners to carry out individual research, review and reflection.

For outcome 1, learners can prepare for the open-book case study question paper by investigating and researching using a variety of published sources which include anatomy and physiology content. Learners should have access to online resources, books, journals and publications that can contribute to knowledge and to support learning and teaching.

For outcome 2, learners develop a structured lesson plan which covers a range of flexibility exercises for a specific client. Stretches must include, static active, static passive, dynamic and PNF.

For outcome 3, learners lead a flexibility training session with a client, showing their ability to deliver a range of stretches from their structured plan. Before you assess outcome 3, we recommend you use practical participation to allow learners to experience each of the techniques and develop their ability to lead others.

Approaches to assessment

You can assess the outcomes separately or combine outcomes 2 and 3 together.

Assessing outcomes 2 and 3 together gives learners the opportunity to plan and then explain all of the elements while leading the exercises with a client. We recommend you use an assessor checklist to assess learners carrying out a practical training session.

You can assess outcomes 2 and 3 with the following mandatory units that also require learners to plan and deliver a variety of flexibility exercises for a client:

- ◆ Exercise Practitioner 1: the delivery sections in outcomes 1, 3, 4 and 5
- ◆ Training Principles for Exercise: the planning sections in outcomes 3, 4 and 6

Describe the physiology associated with developing flexibility and the factors influencing range of movement (outcome 1)

You must assess learners using short answer questions in supervised, open-book conditions.

We recommend learners have a maximum of two double-sided A4 sheets of paper with notes. You should encourage learners to use credible sources to create their notes, for example class presentations, books, journals and internet resources.

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Learners must show they understand muscle physiology and neuromuscular responses influencing flexibility training. We recommend you give learners 1 hour to complete the assessment.

Anatomical and physiological issues include but are not limited to:

- ◆ internal resistance within a joint
- ◆ bony structures which limit movement
- ◆ muscle tissue elasticity
- ◆ skin elasticity
- ◆ limiting factors related to tendons and ligaments
- ◆ temperature of the joint and associated tissues
- ◆ level of hydration
- ◆ the recovery process of a joint or muscle after injury

Environmental issues include but are not limited to:

- ◆ temperature of training area
- ◆ time of day
- ◆ restrictions of any clothing or equipment

Plan a flexibility training programme for a specific client (outcome 2)

Learners must plan a flexibility session for a specific client and develop a structured lesson plan for them. The session must include the following methods:

- ◆ two static active
- ◆ two static passive
- ◆ four dynamic
- ◆ one PNF

Learners should incorporate appropriate timings and describe relevant teaching points for each exercise and include appropriate adaptations and progressions for each exercise. We recommend learners present the exercises in a logical order and submit a formatted lesson plan for you to assess.

Lead a training session for a specific client that includes a variety of flexibility techniques (outcome 3)

We recommend you assess outcome 3 using a practical assessment carried out in supervised conditions. We strongly recommend learners teach the exercises to a client.

If learners do not use a client, they should identify and explain potential technique errors.

If learners cannot personally show their client how to do the flexibility exercises, they need to make sure their teaching and coaching points are clear and allow their client to safely complete the session.

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We recommend you ask learners questions at the end of their training session, using professional judgement as to the competency of their provided answers. Learners may cover some outcome criteria during their session. Therefore, they only need to answer questions on the other necessary criteria points. If you use professional discussion, you must record your questions and learner answers to use as evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Flexibility Training (SCQF level 7)

This section explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

You learn about the physiology associated with developing and maintaining flexibility. You apply the knowledge and skills to plan and deliver a structured flexibility training session for a specific client, using current and accepted methodology. You learn how to lead and deliver a variety of flexibility techniques to a specific client using appropriate and industry-recognised teaching methods. You deliver these sessions as stand-alone sessions or integrate them into other training programmes as warm-up, developmental, or cool-down components.

Once you complete this unit, you can:

- ◆ describe the anatomy and physiology associated with developing and maintaining flexibility
- ◆ plan, explain, lead and apply a range of flexibility training techniques

Before starting the unit, you should have some experience in a sport and/or fitness environment and have good communication skills.

Once you complete the unit as part of the Higher National Certificate (HNC) in Physical Activity and Health, you can progress to further learning in related vocational or degree qualifications.

Describe the physiology associated with developing flexibility and the factors influencing range of movement (outcome 1)

You learn how muscle and joint physiology and neuromuscular responses influence flexibility training. You study the reasons why you use different flexibility training methods, including static active, static passive, dynamic and proprioceptive neuromuscular facilitation (PNF)

You are assessed by short answer questions in supervised, open-book conditions. You can have a maximum of two double-sided A4 sheets of paper with notes. You should use credible sources to create your notes, for example class presentations, books, journals and internet resources.

For outcomes 2 and 3, you are assessed using a practical assessment carried out in supervised conditions.

Plan a flexibility training programme for a specific client (outcome 2)

You choose a client and develop a structured lesson plan for them that includes the following methods:

- ◆ two static active
- ◆ two static passive
- ◆ four dynamic
- ◆ one PNF

Lead a training session for a specific client that includes a variety of flexibility techniques (outcome 3)

You lead your client through a training session, teaching and explaining safe and effective flexibility exercises. During the session, you show your client how to do the following exercises:

- ◆ dynamic: a minimum of one upper- or one lower-body warm-up
- ◆ a minimum of one PNF
- ◆ a minimum of one static active cool-down
- ◆ a minimum of one static passive cool-down

At the end of the practical training session, your assessor asks you questions covering the benefits of flexibility training, contraindications to flexibility training, and why you use different flexibility training methods.

Meta-skills

As you progress through the unit, you develop meta-skills in self-management, social intelligence and innovation. You develop these meta-skills naturally in all outcomes as you learn and create assessment responses. Meta-skills enhance your employability in the health and physical activity health sector.

Self-management

You develop focus, integrity, adaptability and initiative, both in a theoretical and practical context. You achieve this by completing tasks such as research, developing your lesson plan and showing a client how to do flexibility exercises.

Social intelligence

You develop your ability to communicate, collaborate and lead throughout outcomes 1, 2 and 3. By delivering a practical training session you help your client develop their technical ability. This shows your ability to collaborate and lead.

Innovation

You show your curiosity, critical thinking and ability to make sense by analysing your client's technical ability to perform flexibility exercises. During and after the practical training session you show how you make judgement calls, question and observe.

Administrative information

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Superclass: MA

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.