

# Next Generation Higher National Unit Specification

## Strength and Conditioning 1 (SCQF level 7)

**Unit code:** J7X0 47  
**SCQF level:** 7 (8 SCQF credit points)  
**Valid from:** session 2024–25

### **Prototype unit specification for use in pilot delivery only (version 2.0) August 2024**

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 introduces learners to the area of strength and conditioning, and its role in sport and exercise. Learners work with clients from either a sports or fitness background, or those with certain health conditions. They learn how to describe the purpose of strength and conditioning in maximising athletic and fitness performance.

Learners plan and demonstrate foundational movements before reflecting on their coaching performance. They are introduced to safe and effective working practices in a strength and conditioning setting, before designing and delivering a strength and conditioning session to a client. They develop the client's technical ability to execute the range of exercises effectively.

## Entry requirements and progression routes

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

The optional unit is a part of the Next Generation Higher National Certificate (NextGen: HNC) in Physical Activity and Health or can be delivered as part of the Professional Development Award (PDA) in Strength and Conditioning. If being taken as a stand-alone PDA, centres must ensure learners have an industry-recognised fitness qualification, such as Gym Instructor, Group Exercise Instructor and so on. Learners can progress from this NextGen: HNC 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 plan and coach a foundational movement session
- 2 employ safe and effective working practices with clients in a strength-based coaching session
- 3 design and deliver a strength-based training session for a client

## Evidence requirements

You can assess the unit using stand-alone assignments, oral questioning or a project.

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

### Plan and coach a foundational movement session (outcome 1)

Learners must plan and coach a foundational movement session that lasts a minimum of 20 minutes. The session must include key teaching points for each of the foundation movement exercises, and the coaching session must be broken down into three parts: warm-up, main foundation movements, and cool-down.

The session plan must include:

- ◆ a minimum of four RAMP (raise, activate, mobilise, potentiate) warm-up exercises
- ◆ a minimum of one exercise for each foundation movement, including key teaching points for each:
  - squat
  - lunge, including multi-planar variations
  - hip hinge
  - jump, including bilateral and unilateral variations
  - quadrupedal movement
  - push
  - pull
  - rotation
  - running
- ◆ a minimum of four cool-down exercises

Learners must coach a three-part session that:

- ◆ includes a minimum of three warm-up exercises
- ◆ competently demonstrates a minimum of three foundation exercises from the planned session
- ◆ includes a minimum of three cool-down exercises

Learners must deliver their coaching session to a small group of a minimum of three participants.

You must complete an observation checklist and record supplementary oral evidence where appropriate.

### **Employ safe and effective working practices with clients in a strength-based coaching session (outcome 2)**

Learners must:

- ◆ deliver six prescribed tasks to a client in a strength-based training environment to demonstrate safe and effective working practices. They must coach the following exercises:
  - barbell back squat — setting safety bars
  - barbell back squat — single-person spot
  - barbell back squat — failing safely
  - dumbbell bench press — single-person spot
  - barbell push press — failing safely
  - rower — energy systems training session set up
- ◆ demonstrate that they can:
  - provide an accurate description of the safety points for each prescribed exercise
  - provide an accurate demonstration of, or coach a participant to, dump the bar at the likely point of failure (in the barbell back squat and barbell push press exercises)
  - provide an accurate demonstration of exercise technique on the rower
  - explain use of the rower console for session design
  - explain use of the rower console to monitor intensity
  - use an appropriate position to support the participant, for their safety and own (when spotting for the barbell back squat and dumbbell bench press)
  - provide appropriate feedback and/or verbal cues
  - consider gym etiquette and leave the environment in good condition

Assessors must use an assessor checklist. Learners must demonstrate that they are safe to work with a participant in the strength-based training environment and can set up effective energy systems screening and training.

### **Design and deliver a strength-based training session for a client (outcome 3)**

Learners must design a session plan and deliver a strength-based training session for one client, for a minimum of 40 minutes, using the equipment available. The session must be progressive and challenge the client when using strength-training techniques.

#### **Designing a strength-based training session**

Learners must include the following in their session plan design:

- ◆ a specific warm-up
- ◆ five prescribed strength-based exercises from the following:
  - lower body dominant — unilateral
  - lower body dominant — bilateral

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- pull
- push or vertical press
- trunk and medicine ball
- ◆ appropriate sets, reps and recovery times for each of the five prescribed exercises
- ◆ a session debrief

### **Delivering a strength-based training session**

Learners deliver their planned session to one client. The session should include an introduction and warm-up, main component, and debrief.

Learners must:

- ◆ prepare a safe environment for the session, considering clothing, space, flooring and equipment
- ◆ conduct a verbal screening with reference to the client's physical activity readiness questionnaire (PAR-Q) and summarise the session and exercises
- ◆ deliver a warm-up specific to the session and appropriate to the facility, and use this to screen the client to inform their coaching activities
- ◆ introduce exercises and equipment, according to the technical models, through effective demonstration and instruction
- ◆ provide a progressive challenge to the client by improving technique or providing appropriate load
- ◆ observe the client effectively, checking correct positioning, to provide feedback on correct technique, to regress or progress the exercise if appropriate, and to motivate the client
- ◆ give clear instructions regarding sets and reps and monitor recovery times
- ◆ provide an accurate session debrief to the client, providing two to three movements for development

Assessors must use an assessor checklist when learners deliver their strength-based training session.

## Knowledge and skills

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

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the content of a RAMP warm-up</li> <li>◆ the importance of the following foundation movements in developing strength and conditioning               <ul style="list-style-type: none"> <li>— RAMP warm-up</li> <li>— squat</li> <li>— lunge, including multi-planer variations</li> <li>— hip hinge</li> <li>— jump, including bilateral and unilateral variations</li> <li>— quadrupedal movement</li> <li>— push</li> <li>— pull</li> <li>— rotation</li> <li>— running</li> </ul> </li> <li>◆ cool-down exercises</li> <li>◆ how to communicate effectively in sessions and select the appropriate tools for communicating between sessions</li> <li>◆ how to competently coach strength and conditioning training sessions</li> <li>◆ how to structure and deliver a comprehensive RAMP warm-up and cool-down</li> <li>◆ the importance of foundation movements in all subsequent training and human movement to promote mobility, stability, postural integrity and co-ordination</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ develop a session plan that includes key teaching points for each of the foundation movement exercises. The session must include:               <ul style="list-style-type: none"> <li>— a minimum of four RAMP warm-up exercises</li> <li>— a minimum of one exercise for each foundation movement: squat; lunge, including multi-planer variations; hip hinge; jump, including bilateral and unilateral variations; quadrupedal movement; push; pull; rotation; running; a minimum of four cool-down exercises</li> </ul> </li> <li>◆ deliver a coaching session that includes a warm-up, foundation movements, and cool-down. They must deliver this three-part session to a small group of a minimum of three participants. The session must:               <ul style="list-style-type: none"> <li>— include a minimum of three warm-up exercises</li> <li>— competently demonstrate a minimum of three foundation movement exercises from the planned session</li> <li>— include a minimum of three cool-down exercises</li> </ul> </li> <li>◆ deliver an effective warm-up specific to session aims</li> <li>◆ competently deliver the coaching session, including all components mentioned in the evidence requirements</li> <li>◆ reflect on their performance through professional discussion with their peers, identifying strengths and areas for development</li> <li>◆ receive and act on feedback to enhance the participant experience</li> </ul>

Knowledge	Skills
<p><b>Outcome 1 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to promote the benefits of developing all areas of strength and conditioning sessions to a range of groups including: <ul style="list-style-type: none"> <li>— older children and adolescents</li> <li>— general population</li> <li>— older population</li> <li>— recreational and performance sport athletes</li> </ul> </li> <li>◆ how to recognise the limitations of own scope of practice and when to refer to other professionals</li> <li>◆ programming theory based on a comprehensive analysis of the requirements for individuals and groups</li> </ul>	<p><b>Outcome 1 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ create a positive first impression and develop rapport with participants through excellent communication skills</li> <li>◆ communicate with participants about their progress, supporting them to realise their achievements and goals</li> <li>◆ be approachable and accessible to participants throughout the coaching session</li> <li>◆ address common movement restrictions</li> <li>◆ supervise participants' technique to ensure they perform all exercises safely and effectively</li> <li>◆ provide feedback to participants on their performance and coach suitable adaptations, regressions, progressions and corrective strategies to ensure continued success</li> <li>◆ reflect on the session and their own performance</li> <li>◆ effectively coach all the foundation movements, showing adaptability</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of safe and effective working practices in a strength-based training environment. They should coach the following exercises: <ul style="list-style-type: none"> <li>— barbell back squat — setting safety bars</li> <li>— barbell back squat — single-person spot</li> <li>— barbell back squat — failing safely</li> <li>— dumbbell bench press — single-person spot</li> <li>— barbell push press — failing safely</li> <li>— rower — energy systems training session set up</li> </ul> </li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ demonstrate the following to ensure safe and effective working practices in a strength-based training environment: <ul style="list-style-type: none"> <li>— provide an accurate description of the safety points for each prescribed exercise</li> <li>— provide an accurate demonstration of, or coach a client in, dumping the bar at the likely point of failure (in the barbell back squat and barbell push press)</li> <li>— provide an accurate demonstration of exercise technique on the rower</li> <li>— explain use of the rower console for session design</li> </ul> </li> </ul>

Knowledge	Skills
<p><b>Outcome 2 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ different methods to build rapport, to maximise the client’s experience</li> <li>◆ how to support safe and enjoyable use of the training environment</li> <li>◆ the feedback cycle and the impact of their role on the client experience</li> <li>◆ health and safety considerations</li> <li>◆ how to position and reposition oneself during training sessions to effectively observe clients and respond to their needs</li> <li>◆ how to monitor the safety and intensity of exercise</li> <li>◆ how to provide feedback and coaching cues that are timely, clear and motivational</li> <li>◆ how to safely use selected equipment available in the training environment, covering: <ul style="list-style-type: none"> <li>— an awareness of general health and safety considerations</li> <li>— manufacturer guidelines and/or other instructions if unfamiliar with the normal use, maintenance, and servicing of equipment</li> </ul> </li> </ul>	<p><b>Outcome 2 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ demonstrate the following to ensure safe and effective working practices in a strength-based training environment: <ul style="list-style-type: none"> <li>— explain use of the rower console to monitor intensity</li> <li>— use appropriate position to support the participant, for their safety and own (when spotting for the barbell back squat and dumbbell bench press)</li> <li>— provide appropriate feedback and/or verbal cues</li> <li>— consider gym etiquette and leaving the environment in good condition</li> <li>— offer adaptations and alternatives that meet a client’s individual needs while improving performance: for example, progression, regression, corrective strategies and alternative exercises, as required</li> <li>— adopt appropriate positions to observe clients and respond to their needs</li> <li>— monitor the safety and intensity of exercise</li> <li>— demonstrate effective coaching methods to cater for different learning styles, tailoring coaching styles and communication methods to individual’s needs</li> </ul> </li> </ul>



Knowledge	Skills
	<p><b>Outcome 2 (continued)</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ observe, monitor and engage with clients to ensure safety and effectiveness by:                             <ul style="list-style-type: none"> <li>— using explanations and demonstrations that are technically correct, safe and appropriate to the individual client</li> <li>— observing clients’ movement, correcting exercise technique to ensure safe and effective alignment, execution and use of equipment</li> <li>— providing participant-specific coaching cues, feedback, encouragement and reinforcement in a friendly, professional manner</li> <li>— offering adaptations and alternatives that meet a client’s individual needs while improving performance: for example, progression, regression, corrective strategies and alternative exercises, as required</li> <li>— adopting appropriate positions to observe clients and respond to their needs</li> <li>— monitoring the safety and intensity of exercise</li> <li>— demonstrating effective coaching methods to cater for different learning styles, tailoring coaching styles and communication methods to individual’s needs</li> </ul> </li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the components of health and skill-related fitness</li> <li>◆ the principles and variables of fitness and training, for example frequency, intensity, time, and type (FITT) principles, including:                             <ul style="list-style-type: none"> <li>— adapting, modifying and progressing each component</li> <li>— implications of specificity</li> <li>— progressive overload</li> <li>— reversibility</li> <li>— adaptability</li> <li>— individuality</li> <li>— recovery time</li> </ul> </li> <li>◆ the differences between programming exercise for physical and general health benefits, and sports performance</li> <li>◆ how to incorporate safe and effective warm-ups and cool-downs</li> <li>◆ the range of available equipment and how to select the most appropriate exercise and exercise modes to meet the client’s needs and goals</li> <li>◆ the effect of speed of movement on posture, alignment and intensity</li> <li>◆ different learning styles, goals, needs, likes and dislikes, and how these should be reflected in planning</li> <li>◆ how to develop alternative activities, exercises or participation options for the overall programme</li> <li>◆ how to plan for the provision of adaptations, progressions, and regressions for each exercise included in the programme</li> <li>◆ how to set and adapt meaningful goals linked to a client’s individual needs, wants and motivators</li> </ul>	<p><b>Outcome 3</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ apply knowledge to the planning of safe and effective strength and conditioning programmes for a range of clients, including individuals and groups within scope of practice, using appropriate equipment and methods</li> </ul>

Knowledge	Skills
<p><b>Outcome 3 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"><li>◆ the best use of different forms of external resistance for strength and explosive training</li><li>◆ the importance of developing muscular equilibrium when planning and designing training programmes, especially in the weight room</li><li>◆ how to programme exercise to develop metabolic fitness, resistance training, and explosive training outcomes</li><li>◆ how to minimise any risks relevant to the programme</li><li>◆ how to set realistic timings and sequences for sessions</li></ul>	

## 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 through exercise selection; attention when observing others
- ◆ integrity: self-awareness of their own performance; acting ethically by offering strength and conditioning to everyone; self-control while coaching
- ◆ adapting: critical reflection of performance; adaptability by adjusting coaching style; self-learning through resourcing of materials for session plans; resilience when taking feedback on how to improve performance
- ◆ initiative: courage when coaching peers; independent thinking when session programming; decision-making in exercise selection; self-belief in practical performance; self-motivation in preparing assessable materials; responsibility for their own progress

### Social intelligence

This meta-skill includes:

- ◆ communicating: receiving information during class lessons; listening to lecturer instruction; giving information while contributing to class discussion
- ◆ feeling: showing empathy for others' practical abilities; social conscience while considering the role of strength and conditioning for the wider society
- ◆ collaborating: relationship-building by working with peers during practical lessons
- ◆ leading: inspiring others to perform during practical lessons; influencing the learning experience of peers; motivating others during practical performance; developing others through improved practical performance; being a change catalyst by encouraging uptake of strength and conditioning techniques

### Innovation

This meta-skill includes:

- ◆ curiosity: observing practical techniques; questioning during class; information sourcing when preparing for assessment; problem recognition if working with a non-standard client
- ◆ creativity: imagination and idea generation in developing tailored training programmes; visualising the client's point of view
- ◆ sense-making: pattern recognition in prescribing sets and reps information; holistic thinking by considering the purpose of the training session
- ◆ critical thinking: deconstruction by breaking the skill down into component parts; logical thinking while considering the sequence of their training session; judgement while assessing the exertion of others

## Delivery of unit

This is an optional unit in the HNC Physical Activity and Health and in Year 1 of the 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. The unit does not integrate with any other units in this HNC. However, the knowledge and skills learners develop in the following units can help to develop their wider understanding of the topic:

- ◆ Anatomy and Physiology for Exercise and Human Movement (SCQF level 7)
- ◆ Exercise Practitioner 1 (SCQF level 7)
- ◆ Training Principles for Exercise (SCQF level 7)
- ◆ Flexibility Training (SCQF level 7)

## Professional recognition

Learners can gain a PDA in Strength and Conditioning as a stand-alone qualification or as part of the HNC or HND Physical Activity and Health if they complete this unit in conjunction with Strength and Conditioning Trainer at SCQF level 8. Both units have been endorsed against the CIMSPA Strength and Conditioning Trainer Professional Standard, but currently learners cannot register with CIMSPA as a Strength and Conditioning Trainer. This is under review and learners will be notified once this has been updated.

For learners to be accredited the full Level 3 Diploma for Strength and Conditioning Trainer award from the UK Strength and Conditioning Association (UKSCA), centres must adhere to the evidence requirements, registration costs and assessor criteria. Learner costs and assessor criteria are outlined below:

- ◆ assessor fees (formative assessment and support built in)
- ◆ registration and certification fees
- ◆ UKSCA membership for 1 year and associated benefits
- ◆ student learning manual
- ◆ access to the e-learning resources

If your centre does not want to accredit learners with the full Level 3 Diploma, you must follow all outcomes as stated, but you do not need to adhere to the UKSCA registration or assessor criteria. Please refer to the UKSCA Assessment Summary Table for additional guidance.

## Additional guidance

The guidance in this section is not mandatory.

We recommend learners regularly practice and coach the technical requirements. This allows them to develop their physical performance and coaching ability as they progress towards assessment.

### Approaches to delivery

#### Plan and coach a foundational movement session (outcome 1)

You should introduce learners to each foundation movement and explain how they apply to everyday and sports-related skills. Learners should understand how to include these movements in functionally specific exercises. Foundation movements should include a range from the following categories:

- ◆ RAMP warm-up exercises
- ◆ foundation movements:
  - squat
  - lunge, including multi-planar variations
  - hip hinge
  - jump, including bilateral and unilateral variations
  - quadrupedal movement
  - push
  - pull
  - rotation
  - running
- ◆ cool-down exercises

This outcome should focus on a large volume of practical delivery. You should give learners the opportunity to gather feedback on their performance from their peers and the assessor. Learners should do this through professional discussion or formative assessments, identifying strengths and areas for development and improvement.

#### Employ safe and effective working practices with clients in a strength-based coaching session (outcome 2)

Learners understand the importance of working safely in a strength-based training environment and showcase this through their demonstrations of safe and effective working practices.

Learners must instruct their clients on:

- ◆ how to use equipment
- ◆ how and when to spot (both in pairs and as a single person)
- ◆ how to fail safely when lifting
- ◆ how to set up an energy systems training session

### **Design and deliver a strength-based training session for a client (outcome 3)**

Learners demonstrate all the knowledge and skills required by applying training principles and training guidelines for planning and delivery of a strength-based training session for or to an individual (minimum 40 minutes).

The session design should include the following areas:

- ◆ a specific warm-up
- ◆ five prescribed strength-based exercises from the following:
  - lower body dominant — unilateral
  - lower body dominant — bilateral
  - pull
  - push or vertical press
  - trunk and medicine ball
- ◆ appropriate sets, reps, and recovery times for each of the five prescribed exercises

Learners outline the warm-up and each movement's objective, together with selected sets and reps, intensity, duration, and recovery time. Learners plan the main component exercises with sets and reps, load, and alternatives relevant to the client's needs, with the aim of developing clients' technique and/or providing progression. The planned session should provide a realistic challenge to the participant, while introducing them to the facility and equipment.

The session should aim to improve the participant's technique. However, if they are already showing good technique, learners should ensure that the participant applies sufficient load or speed of movement to present a realistic challenge.

Therefore, learners should adapt the planned sets, reps, load and recovery times in the moment to meet the client's needs.

### **Approaches to assessment**

We recommend that the outcomes and associated assessments are completed in the order they appear. Learners must successfully achieve each outcome before progressing to the next to ensure they have the competence and ability to lead a safe and effective strength and conditioning programme for an individual.

If your centre wants learners to achieve UKSCA recognition, you must follow the recommended assessment conditions. If your centre does not want learners to achieve UKSCA recognition, you may use an alternative assessment approach.

### **Plan and coach a foundational movement session (outcome 1)**

When you introduce learners to each foundation movement, we recommend you emphasise how they apply to everyday and sports-related skills. Learners can then explore exercises that use these movements in the practical part of the unit.

For this outcome's assessment, learners coach a small group of peers (a minimum of three participants). This is supplemented by their written session plan and your completed observation checklist.

You should give learners an opportunity to gather feedback on their performance from the participants. Learners should do this through professional discussion with their peers, identifying strengths and areas for development and improvement. Learners must record this using either a self-evaluation form or recorded audio format.

### **Employ safe and effective working practices with clients in a strength-based coaching session (outcome 2)**

Learners deliver six prescribed tasks, each to one client, in a single session or across multiple sessions. The aim of the session or sessions is to ensure that learners are safe to work with a client in the strength-based training environment, and that they can set up an effective energy systems screen or training session. Learners must deliver the session or sessions in a physical training environment and deliver each prescribed task to a single client. This session needs to replicate a real session that introduces a client to new exercises safely and effectively.

Assessors must use an assessor checklist to assess learners.



### Design and deliver a strength-based training session for a client (outcome 3)

Learners design and deliver a 40-minute strength-based training session for an individual, using the equipment available. The session needs to provide a progressive challenge to the client, using strength-training techniques. This session needs to replicate an induction into a gym facility for effective strength-based training. Learners must have achieved competence in the foundation movement and the gym safety assessments before attempting this assessment, ensuring they can coach effective movement safely, before adding load.

Learners should develop a session plan for one client and include:

- ◆ a specific warm-up
- ◆ five prescribed strength-based exercises from the following:

Strength-based training movements	Lower body dominant, bilateral	Lower body dominant, unilateral
<p>Pull:</p> <ul style="list-style-type: none"> <li>◆ suspension or inverted row</li> <li>◆ bent-over row</li> <li>◆ pull-up</li> </ul>	<ul style="list-style-type: none"> <li>◆ back squat</li> <li>◆ overhead squat</li> <li>◆ front squat</li> <li>◆ barbell deadlift (clean first pull)</li> </ul> <p>Push or vertical press:</p> <ul style="list-style-type: none"> <li>◆ push-up</li> <li>◆ strict press from behind</li> <li>◆ landmine strict press (half-kneeling)</li> <li>◆ barbell push press from front</li> </ul>	<ul style="list-style-type: none"> <li>◆ split squat</li> <li>◆ Bulgarian split squat</li> <li>◆ barbell lunge</li> <li>◆ step-up</li> </ul> <p>Trunk and medicine ball:</p> <ul style="list-style-type: none"> <li>◆ supine overhead throw</li> <li>◆ rotating throw</li> <li>◆ deadbug</li> <li>◆ superman</li> <li>◆ side plank</li> </ul>

The session plan should include appropriate sets, reps and recovery times for each of the five prescribed exercises. Learners must complete a session debrief at the end of the session

Assessors must use an assessor checklist to assess learners delivering the session. Learners should deliver the whole coaching session in the time set. Learners must deliver the session in a physical training environment.

### Opportunities for e-assessment

If you want to use e-assessment, you must apply the national standard to all evidence and meet all conditions of assessment (as specified in the evidence requirements), regardless of how the evidence is gathered.

## **Information for those learners intending on gaining UKSCA accreditation**

The following information summarises the UKSCA assessment tasks, methods and templates that learners must complete if they wish to achieve UKSCA accreditation. We recommend that centres use the UKSCA Assessment Templates to generate learner evidence.

### **Task A: Foundation movement group coaching — session planning and delivery**

#### **A1: Foundation movement session planning**

This task can be assessed by a portfolio of evidence (written). You can use the A1-L: FM Group Coaching Session — Learner planning template.

#### **A2: Foundation movement group coaching session**

This task can be assessed by a practical demonstration. You can use the A2-A: FM Group Coaching Session — Assessor observation template.

### **Task B: Safety in the gym coaching (strength-based and energy systems training)**

#### **B1: Safety coaching session**

This task can be assessed by a practical demonstration. You can use the B1-A Safety — Assessor observation template.

### **Task C: Strength-based training coaching — session planning and delivery**

#### **C1: Strength-based training session planning**

This task can be assessed by a portfolio of evidence (written). You can use the C1-L: SBT Coaching Session — Learner planning template.

#### **C2: Strength-based training coaching session**

This task can be assessed by a practical demonstration. You can use the C2-A: SBT Coaching Session — Assessor observation template.

## **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](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Strength and Conditioning 1 (SCQF level 7)

This information 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

This unit introduces you to the field of strength and conditioning and its role while working with clients from a sports or fitness background, or those with certain health conditions. The unit focuses on working safely in a gym and/or exercise environment to deliver a strength and conditioning session for an individual to introduce them to a range of technical exercises and/or moves. You complete a consultation with an individual to collect information that helps you to develop and deliver the session.

It is a largely practical unit. You initially learn the foundation movements that contribute to everyday tasks and sports movements and how to include these in functionally specific exercises. You reinforce your knowledge of the components of fitness, physiological adaptations to training methods, and misconceptions surrounding strength and conditioning training.

By the end of the unit, you can competently demonstrate key strength and conditioning exercises relating to a range of fitness components. Before starting the unit, you should have some experience in an exercise environment and have good communication skills.

You are assessed practically by demonstrating foundation movements and exercises for a range of different movement patterns. You plan a session for a client and develop your skills as a strength and conditioning coach. As part of the unit, you reflect on your delivery and receive feedback from your peers to allow you to identify strengths and areas for development to improve your practice.

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.

You can gain a PDA in Strength and Conditioning Trainer as a stand-alone qualification or as part of the HNC or HND Physical Activity and Health if you complete this unit in conjunction with the unit Strength and Conditioning Trainer at SCQF level 8. Both these units have been endorsed against the CIMSPA Strength and Conditioning Trainer Professional Standard, but currently learners cannot register with CIMSPA as a Strength and Conditioning Trainer. This is under review and learners will be notified once this has been updated.

You may wish to become an accredited UK Strength and Conditioning Association (UKSCA) Trainer. This involves additional assessments completed by a UKSCA Accredited assessor.

NextGen: HN published prototype unit specification for use in pilot delivery only (version 2.0)  
August 2024

Your centre can provide support and/or guidance if you wish to carry out this additional accreditation.

## Meta-skills

Meta-skills enhance your employability in the health and physical activity health sector. 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.

### Self-management

This meta-skill includes:

- ◆ focusing: sorting through exercise selection; attention when observing others
- ◆ integrity: self-awareness of own performance; acting ethically by offering strength and conditioning to everyone; self-control while coaching
- ◆ adapting: critical reflection of performance; adaptability by adjusting coaching style; self-learning through resourcing of materials for session plans; resilience when taking feedback on how to improve own performance
- ◆ initiative: courage when coaching peers; independent thinking when session programming; decision-making in exercise selection; self-belief in practical performance; self-motivation in preparing assessable materials; responsibility for own progress

### Social intelligence

This meta-skill includes:

- ◆ communicating: receiving information during class lessons; listening to lecturer instruction; giving information while contributing to class discussion
- ◆ feeling: empathy for others' practical abilities; social conscience while considering the role of strength and conditioning for the wider society
- ◆ collaborating: relationship-building by working with peers during practical lessons
- ◆ leading: inspiring others to perform during practical lessons; influencing the learning experience of peers; motivating others during practical performance; developing others through improved practical performance; being a change catalyst by encouraging uptake of strength and conditioning techniques

### Innovation

This meta-skill includes:

- ◆ curiosity: observing practical techniques; questioning during class; information sourcing when preparing for assessment; problem recognition if working with a non-standard client
- ◆ creativity: imagination and idea generation in developing tailored training programmes; visualising the client's point of view
- ◆ sense-making: pattern recognition in prescribing sets and reps information; holistic thinking by considering the purpose of the training session
- ◆ critical thinking: deconstruction by breaking the skill down into component parts; logical thinking while considering the sequence of your training session; judgement while assessing the exertion of others

# Administrative information

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**Published:** August 2024 (version 2.0)

**Superclass:** MA

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## History of changes

Version	Description of change	Date
2.0	<ul style="list-style-type: none"><li>◆ Updated 'Entry requirements' for learners undertaking the unit as a stand-alone PDA.</li><li>◆ Amended wording for CIMSPA Professional Standards Recognition.</li></ul>	July 2024

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

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