



**TRANSCEND**  
AWARDS

Transcend Level 3 Diploma  
for **UKSCA Strength and  
Conditioning Trainers**

Qualification Unit  
Specification

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## Welcome!

Welcome to the **Transcend Level 3 Diploma for UKSCA Strength and Conditioning Trainers Unit Specification**. Transcend Awards Limited is an awarding organisation regulated in England by Ofqual. This qualification has been developed in collaboration with UKSCA as the technical partner. This document must be complied with in conjunction with the *Transcend Centre Recognition Conditions*, *Qualification Specification* and *Assessment Brief*.

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Unit 01						
Unit title:		Duties of a strength and conditioning trainer			Unit Level	3
Unit aim:		The aim of this unit is to develop learners understanding of the duties required of a strength and conditioning trainer.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PS:S&C	Assessment
LO1	Understand the role of the S&C trainer	AC1.01	Evaluate ability to fulfil the role of the S&C trainer	Evaluation of factors that influence effective design, delivery and evaluation of strength and conditioning coaching programmes and sessions	ALL	UKSCA Reflective practice portfolio
LO2	Understand the responsibilities associated with professional practice	AC2.01	Evaluate ability to adhere to responsibilities associated with professional practice	Evaluation of professional image and appropriate behaviours Evaluation of roles and responsibilities of self and others involved in the programme <sup>1</sup> Evaluation of industry codes of professional conduct and ethics related to own role Evaluation of industry codes of practice associated with safeguarding vulnerable adults Evaluation of industry codes of practice associated with safeguarding children Evaluation of legislation and policy guidelines for continued professional development Evaluation of importance of CPD required to maintain currency of knowledge and skills Evaluation of industry trends and relevant industry CPD accessibility and importance Evaluation of self-reflection and evaluation to enable performance development	K8.1 K8.3	UKSCA Programme impact presentation  UKSCA Programme impact authentication discussion
LO3	Understand the responsibilities associated with legal and ethical practice	AC3.01	Evaluate ability to adhere to responsibilities associated with legislation and compliance	Evaluation of legislation, national guidelines, and organisational procedures relevant to own role Evaluation of disclosure and barring service (DBS) and personal liability insurance. Evaluation of ethical practice associated with via conflicts of interest Evaluation of ethical practice associated with equality and diversity Evaluation of safeguarding children and vulnerable adults' procedures Evaluation of data protection and participant confidentiality procedures Evaluation of health and safety at work and first aid regulations Evaluation of electricity at work regulations, COSHH and RIDDOR Evaluation of equipment storage planning and implementation Evaluation of equipment assembly, dismantling and hygiene Evaluation of storage planning and methods for creating plans Evaluation of role related manual handling requirements Evaluation of manufacturer's guidelines and locations Evaluation of risk assessment procedures and practices Evaluation of normal operating procedures (NOPs) Evaluation of emergency action plans (EAPs)	K8.2	
LO4	Understand responsibilities associated with	AC4.01	Evaluate ability to adhere to responsibilities	Evaluation of the roles of international professional bodies in S&C Evaluation of the roles of UK professional bodies in strength and conditioning Evaluation of the roles of UK sport and national governing bodies of sport [NGBs]	K5.1	UKSCA Reflective practice portfolio

<sup>1</sup> Including the participant and other staff and professionals

	industry standards and guidelines		associated with sector standards	<p>Evaluation of the guidelines and position statements from relevant governing bodies</p> <p>Evaluation of the guidelines and position statements from relevant professional bodies</p> <p>Evaluation of the principles, values and ethical codes of practice laid out by professional bodies</p> <p>Evaluation of the principles, values and ethical codes of practice laid out by governing bodies</p> <p>Evaluation of the current 'best practice' in training young people, specifically for youth sport</p> <p>Evaluation of the national guidelines for physical activity and health for different ages</p> <p>Evaluation of the guidelines from the UK chief medical officers across the UK (CMOs)</p> <p>Evaluation of the importance of evidence-based practice and its importance</p> <p>Evaluation of the valid research methods, credible information sources</p>		<p>UKSCA Programme impact presentation</p> <p>UKSCA Programme impact authentication discussion</p>
LO5	Understand responsibilities associated with maintaining a safe training environment	AC5.01	Evaluate ability to understand the nature of the training environment and comply with the safe systems of work, cleaning, and maintenance	<p>Evaluation of the range of strength and conditioning training environments</p> <p>Evaluation of safety of self and others when maintaining the training environment</p> <p>Evaluation of organisational standards and cleaning routines relevant to training environment</p> <p>Evaluation of safe operating procedures including routine maintenance and cleaning schedules</p> <p>Evaluation of safe operating procedures associated with control of hazardous substances [COSHH]</p> <p>Evaluation of safe operating procedures associated with safe storage of equipment</p> <p>Evaluation of safe operating procedures associated with personal protective equipment</p> <p>Evaluation of safe operating procedures associated with manufacturers guidelines</p> <p>Evaluation of safe operating procedures associated with manual handling techniques</p> <p>Evaluation of safe operating procedures associated with electrical safety and security</p> <p>Evaluation of safe operating procedures associated with hazards identification<sup>2</sup></p> <p>Evaluation of safe operating procedures associated with risk assessments</p> <p>Evaluation of safe operating procedures associated with risk reporting</p> <p>Evaluation of emergency operating procedures and contingency planning</p> <p>Evaluation of principle uses and suitability of relevant cleaning substances</p> <p>Evaluation of principle uses and suitability of relevant cleaning equipment</p> <p>Evaluation of different types of waste including hazardous and non-hazardous</p> <p>Evaluation of waste disposal procedure aligned to environmental policy</p> <p>Evaluation of waste disposal procedure aligned to organisation policy</p>	<p>K5.1</p> <p>K7.1</p> <p>K7.2</p> <p>K7.3</p> <p>K7.4</p> <p>K7.5</p> <p>K7.6</p>	

<sup>2</sup> Consider activity areas, equipment, gym, people and physical risks

LO6	Understand responsibilities associated with participant engagement and experience	AC6.01	Evaluate ability to engage participants through effective engagement techniques	<p><b>Evaluate methods to identify particular needs of participants including:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of local demographics of organisation's customers</li> <li>• Evaluation of the effect of organisations customer on the products and services</li> <li>• Evaluation of expectations and aspirations within the fitness facility environment</li> <li>• Evaluation of developing social support within the fitness facility environment</li> <li>• Evaluation of developing inclusion within the fitness facility environment</li> <li>• Evaluation of methods to obtain feedback to support membership retention</li> </ul> <p><b>Evaluate methods to promote participant services considering excellence practice:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of organisational products and services</li> <li>• Evaluation of a typical participant journey in a training environment</li> <li>• Evaluation of professional + approachable manners aligned to organisation standards</li> <li>• Evaluation of importance of participant retention + how to influence this</li> <li>• Evaluation of methods to influence participant retention</li> </ul> <p><b>Evaluate effective methods to engage participants including:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of Face-to-face, telephone, written (letters, email, posters)</li> <li>• Evaluation of social media and digital technology</li> <li>• Evaluation of types of conflict and management techniques</li> <li>• Evaluation of methods to build rapport to maximise the customer experience</li> <li>• Evaluation of methods to support safe and enjoyable use of the training environment</li> <li>• Evaluation of being accessible and approachable to clients</li> </ul> <p><b>Evaluate effective of methods selected to communicate with participants including:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of verbal techniques [open and closed questioning, tone of voice]</li> <li>• Evaluation of non-verbal techniques [observation, body language and active listening]</li> <li>• Evaluation of adaptation of communication techniques to meet unique needs<sup>3</sup></li> </ul> <p><b>Evaluate effectiveness of methods selected to obtain feedback from customers:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of methods to obtain participant feedback</li> <li>• Evaluation of channels of recording + reporting aligned to organisational procedures</li> <li>• Evaluation of feedback cycle and impact of role on the participant experience</li> </ul>	<p>K2.1 K2.2 K2.3 K2.4 K2.5</p>	<p>UKSCA Reflective practice portfolio</p> <p>UKSCA Programme impact presentation</p> <p>UKSCA Programme impact authentication discussion</p>
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<sup>3</sup> Customers from differing backgrounds, cultures, experiences.

LO7	Understand responsibilities associated with participant education	AC7.01	Evaluate ability to educate clients on the benefits of healthy lifestyles and impact through effective consultation processes	Evaluation of components of a healthy lifestyle Evaluation of the importance of sleep and impact of poor-quality sleep Evaluation of nationally recognised healthy eating recommendations Evaluation of the benefits of physical activity to health and wellbeing Evaluation of UK physical activity guidelines for different ages [dose-response] Evaluation of sources of evidence-based, reputable health and wellbeing advice Evaluation of techniques to tailor advice on healthy lifestyle relevant to client Evaluation of communication of health-related benefits of exercise to clients Evaluation of application of technology to increase physical activity levels Evaluation of application of technology to increase motivation and focus Evaluation of application of technological advancements for participant experience	K4.1	UKSCA Reflective practice portfolio  UKSCA Programme impact presentation  UKSCA Programme impact authentication discussion
LO8	Understand responsibilities associated with risk reduction and management of health conditions	AC8.01	Evaluate ability to reduce risks to participants in the management of common health conditions  <ul style="list-style-type: none"><li>• Stroke</li><li>• Cancer</li><li>• Obesity</li><li>• Type 2 diabetes</li><li>• Coronary heart disease</li><li>• Mental health problems.</li><li>• Musculoskeletal conditions</li></ul> Evaluation of the` range of relevant exercise or health professionals that participants can be signposted or referred to when they are beyond own scope of practice	K4.2		
LO9	Understand scope of practice and professional boundaries	AC9.01	Evaluate ability to operate within scope of practice and professional boundaries  Evaluation of scope of own role and others within the team Evaluation of relevant legislation, policy, and industry CPD guidelines Evaluation of boundaries of own competence based on and experience Evaluation of boundaries of own professional knowledge based on qualifications <sup>4</sup>	K8.1 K8.3		

<sup>4</sup> In order to programme exercises for children and young people, it is necessary to possess a qualification mapping to the relevant CIMSPA Professional Standards.

Unit 02							
Unit title:		Driving behaviour change through psychological analysis and motivation				Unit Level	3
Unit aim:		The aim of this unit is to develop the learner’s ability to influence positive behaviours through psychological analysis and motivational techniques.					
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators		PTIS	Assessment
LO1	Understand psychological theory, factors and motivational techniques designed to influence positive and sustainable behaviours	AC1.01	Evaluate ability to review psychological factors that can influence change and ensure effective participant intervention	Evaluation of relevance and use of psychological questionnaires Evaluation of psychological factors [intrinsic and extrinsic motivation] Evaluation of psychological factors [social support and peer pressure] Evaluation of psychological factors [individual needs and differences [experienced] Evaluation of psychological factors [individual needs and differences [in-experienced] Evaluation of psychological factors [individual needs and differences [inactive] Evaluation of psychological factors [motives and barriers to change (perceived v actual] Evaluation of psychological factors [self-recognition of own barriers, reinforcement] Evaluation of psychological factors [self-efficacy]		K4.1	UKSCA Programme justifications  UKSCA Programming authentication discussion
		AC1.02	Evaluate ability to select relevant approaches that can motivate positive behaviours and ensure effective client intervention	Evaluation of motivational theories [stages of change: trans-theoretical model] Evaluation of motivational theories [arousal theories] Evaluation of motivational theories [motivational interviewing] Evaluation of methods to identify a client’s readiness to change Evaluation of methods to identify characteristics at each stage of change Evaluation of motivational techniques that promote adherence to exercise Evaluation of motivational interventions and strategies to use at each stage		K4.3	
		AC1.03	Evaluate ability to monitor motivational interventions and strategies at each stage of an intervention	Evaluation of the decisional balance sheet [pros, cons and cost benefit analysis] Evaluation of fitness testing and methods to overcoming barriers Evaluation of goal setting and behaviour modification techniques Evaluation of planning for relapse and contingency planning Evaluation of planning for rewards, focus and support systems Evaluation of planning for reinforcement strategies and self-monitoring		K4.3	

Unit 03						
Unit title:		Driving performance improvement through physiological evaluation and constraints				Unit Level 3
Unit aim:		The aim of this unit is to develop learners understanding of their ability to drive performance improvement by considering anatomical and movement systems when delivering strength and conditioning sessions and programmes.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators		PSS&C
LO1	Understand the need to consider joints, skeletal and muscular systems to ensure good practice and prevent injury through effective strength and conditioning programmes	AC1.01	Evaluate ability to consider the structure and function of the skeletal system in the design and delivery of strength and conditioning programmes	Evaluation of functions of the skeleton Evaluation of structures of the axial skeleton Evaluation of structures of the appendicular skeleton Evaluation of classification of bones Evaluation of structure of long bones Evaluation of stages of bone growth Evaluation of posture <sup>5</sup>		K3.3
		AC1.02	Evaluate ability to consider the structure of joints when system in the design and delivery of strength and conditioning programmes	Evaluation of classification of joints Evaluation of structure of synovial joints Evaluation of types of synovial joints and their range of motion Evaluation of joint movement potential and joint actions		K3.4
		AC1.03	Evaluate ability to consider the muscular system in the design and delivery of strength and conditioning programmes	Evaluation of types, characteristics, and functions of muscle tissue Evaluation of structure of skeletal muscle Evaluation of name and location of the anterior skeletal muscles Evaluation of name and location of the posterior skeletal muscles Evaluation of structure and function of the pelvic floor muscles Evaluation of types of muscle action Evaluation of joint actions brought on by specific muscle group contractions Evaluation of skeletal muscle fibre types and their characteristics		K3.5
		A1.04	Evaluate ability to consider the life-course of the musculoskeletal system in the design and delivery of strength and conditioning programmes	Evaluation of the life-course of the musculoskeletal system, including bone: <ul style="list-style-type: none"> <li>Young people (13-18)</li> <li>Antenatal and postnatal period</li> <li>Older adults (50 plus)</li> </ul>		K3.6

<sup>5</sup> Curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine



LO2	Understand the need to consider respiratory and circulatory systems to ensure good practice and prevent injury through effective strength and conditioning programmes	AC2.01	Evaluate ability to consider the structure and function of the respiratory system in the design and delivery of strength and conditioning programmes	Evaluation of structure and function of the lungs Evaluation of main muscles involved in breathing Evaluation of passage of air through the respiratory tract Evaluation of process of gaseous exchange <sup>6</sup>	K3.2	UKSCA Programme justifications  UKSCA Programming authentication discussion
		AC2.02	Evaluate ability to consider the structure and function of the circulatory system in the design and delivery of strength and conditioning programmes	Evaluation of function of the heart Evaluation of blood movement through the four chambers of the heart Evaluation of systemic and pulmonary circulation Evaluation of structure and functions of blood vessels Evaluation of systolic and diastolic blood pressure Evaluation of blood pressure classifications	K3.1	
LO3	Understand the need to consider the digestive and energy systems to ensure good practice and prevent injury through effective strength and conditioning programmes	AC3.01	Evaluate ability to consider the digestive system in the design and delivery of strength and conditioning programmes	Evaluation of structure and function of the digestive system: <ul style="list-style-type: none"> <li>• Functions of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine)</li> <li>• How fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved</li> <li>• Role of dietary fibre in the maintenance of gut function</li> <li>• Role of the liver and pancreas in assisting digestion</li> <li>• Timescales for digestion and importance of fluid</li> </ul>	K3.9	
		AC3.02	Evaluate ability to consider energy systems in the design and delivery of strength and conditioning programmes	Evaluation of different energy systems including: <ul style="list-style-type: none"> <li>• How carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate</li> <li>• Use of the three energy systems during aerobic and anaerobic exercise: such as according to different type/duration/intensity of exercise</li> <li>• Anabolism, catabolism and excess post-exercise oxygen consumption (EPOC). By-products of the three energy systems and their significance in muscle fatigue</li> <li>• Effect of endurance training and advanced training methods on the use of fuel for exercise</li> </ul>	K3.7	

<sup>6</sup> Oxygen and carbon dioxide in the body [internal and external respiration]

LO4	Understand the need to consider the nervous system to support good practice and prevent injury through effective strength and conditioning sessions and programmes	AC4.01	Evaluate ability to consider the nervous system in the design and delivery of strength and conditioning programmes	Evaluation of role and functions of the nervous system Evaluation of principles of muscle contraction Evaluation of the 'all or none' law/motor unit recruitment Evaluation of impact of exercise to enhance neuromuscular connections Evaluation of impact of exercise to improve motor fitness	K3.8	UKSCA Programme justifications  UKSCA Programming authentication discussion
LO5	Understand the need to consider the effects of exercise on movement systems to support good practice and prevent injury through effective strength and conditioning sessions and programmes	AC5.01	Evaluate ability to consider anatomical planes of movement system in the design and delivery of strength and conditioning programmes	Evaluation of classification of anatomical planes of movement: <ul style="list-style-type: none"> <li>• Frontal, (coronal)</li> <li>• Sagittal</li> <li>• Transverse</li> </ul>	K3.10	
		AC5.02	Evaluate ability to consider anatomical terms of location in the design and delivery of strength and conditioning programmes	Evaluation of classification of anatomical terms of location: <ul style="list-style-type: none"> <li>• Superior and inferior</li> <li>• Anterior and posterior</li> <li>• Medial and lateral</li> <li>• Proximal and distal</li> <li>• Superficial and deep</li> </ul>	K3.11	
		AC5.03	Evaluate ability to consider applied biomechanics and kinesiology in the design and delivery of strength and conditioning programmes	Evaluation of effect of exercise variables on biomechanics and kinesiology: <ul style="list-style-type: none"> <li>• the way the body responds to different types of exercise intensities, angles, and positions, and why this is the case</li> <li>• the importance of understanding biomechanics in the avoidance of injury</li> <li>• the benefits of performing an exercise correctly on both results and recovery</li> </ul>	K3.12	

Unit 04							
Unit title:		Driving performance improvement through safe and effective strength and conditioning consultations				Unit Level	3
Unit aim:		The aim of this unit is to develop the learner’s ability to influence lifestyle and behaviour through personal training consultation, programme delivery and impact analysis.					
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators		PTIS	Assessment
LO1	Understand the participant consultation and assessment process	AC1.01	Evaluate the effectiveness of the consultation processes specific to strength and conditioning programming	Evaluation of the significance of consultation on participant experience and journey Evaluation of the Importance of educating participant about own role and responsibilities Evaluation of the Importance of educating participant on own limitations in providing assistance [scope] Evaluation of the Importance of communicating with other professionals and the wider support team <sup>7</sup> Evaluation of the full range of activities/services/classes available to participants and methods to provide Evaluation of the methods by which to inform participants about the full range of services available Evaluation of the different demographics, fitness levels and goals of participants’ Evaluation of the how best to cater for participants in light of their differing needs Evaluation of the relevance of data protection and participant confidentiality Evaluation of the organisation’s participant charter and service promise Evaluation of the importance of striving to exceed it the organisational service charter Evaluation of the products, systems + IT that enhance the participant experience [apps, booking systems]		K1.1	UKSCA Programme justifications  UKSCA Programming authentication discussion
LO2	Understand effective health screening and risk stratification methods	AC2.01	Evaluate the effectiveness of health screening and risk stratification processes	Consider evidence-based pre-exercise health screening methods [PAR-Q, PAR-Q+] Consider evidence-based pre-exercise health screening methods [organisation/employer devised methods] Consider evidence-based pre-exercise health screening methods [health commitment statements <sup>8</sup> : Consider risk stratification models including: <ul style="list-style-type: none"><li>• Recognition of methods for risk stratification of participants</li><li>• Recognition of absolute contraindications to exercise and factors that indicate a participant is at low, medium, or high risk of an adverse event occurring during exercise or the propensity for risk</li><li>• Recognition of recognised tools [Irwin and Morgan traffic light system, other national and/or international evidence-based tools and national and locally agreed protocols, referral, and care pathways]</li><li>• Recognition of relevant health history, current health status, particularly in relation to risk factors for heart disease.</li><li>• Recognition of participants past and present injuries, disabilities and medical conditions that would necessitate medical clearance or referral to an appropriate medical professional or other clinician or medically supervised exercise programme</li><li>• Recognition of timings for referrals, signposting, actions to take in each circumstance: low, medium, or high risk</li><li>• Recognition of referral processes to specialist exercise professionals and/or medical professionals.</li></ul>		K1.2	

<sup>7</sup> Including S&C coach, sports coach, parent, or guardian.

<sup>8</sup> Including Informed consent, physical assessments including exercises to assess movement skill, strength-based ability and cardiovascular fitness and youth maturation monitoring.

LO3	Understand effective participant assessment methods	AC3.01	Evaluate the effectiveness of participant assessment processes	<p>Evaluation of the range of health and fitness assessments relevant to the training environment and participant</p> <p>Evaluation of use of lifestyle questionnaires to gather relevant information [participants previous level of activity]</p> <p>Evaluation of use of lifestyle questionnaires to gather relevant information [participants current level of activity]</p> <p>Evaluation of use of lifestyle questionnaires to gather relevant information [[participants exercise likes and dislikes]</p> <p>Evaluation of the selection of assessments appropriate to the participant unique needs</p> <p>Evaluation of the selection of assessments appropriate to the assessment conditions</p> <p>Evaluation of the selection of assessments appropriate expectations of the organisation</p> <p>Evaluation of the range of physiological assessments relevant to the participant including:</p> <ul style="list-style-type: none"> <li>• Resting heart rate and blood pressure</li> <li>• Maximal and sub-maximal cardio-respiratory fitness.</li> <li>• Muscular strength and endurance</li> <li>• Youth maturation stage</li> <li>• Body Mass Index (BMI) and waist circumference.</li> <li>• Progress photographs [if desired]</li> <li>• Contraindications and limitations for testing.</li> </ul> <p>Evaluation of the methods to monitor and review participant progress [importance of timely re-assessment]</p> <p>Evaluation of the importance of re-assessment + review on participant progress, motivation + adherence.</p> <p>Evaluation of the methods to review a strength and conditioning programme in consultation with the participant<sup>9</sup></p>	K1.3	<p>UKSCA Programme justifications</p> <p>UKSCA Programming authentication discussion</p>
LO4	Understand effective induction processes	AC4.01	Evaluate the effectiveness of participant inductions	<p>Evaluation of techniques to ensure effective induction of participants in the training environment including:</p> <ul style="list-style-type: none"> <li>• Evaluation of policies and procedures in and around the gym and facility relevant to own role.</li> <li>• Evaluation of need to adapt inductions for individuals and small groups (maximum of 5) for effectiveness</li> <li>• Evaluation of need to support facility walk-through: gym floor, cardiovascular machines, and resistance equipment (machine and free weights).</li> </ul>	K1.4	

<sup>9</sup> Including the consideration of results, goals, individual needs and changing circumstances.

Unit 05					
Unit title:		Driving performance improvement through safe and effective strength and conditioning programmes			Unit Level 3
Unit aim:		The aim of this unit is to develop the learner's understanding of how to drive performance improvement through effective exercise supervision and technique.			
Learning outcomes		Assessment criteria	Delivery content and assessment attainment indicators		PS: S+C Assessment
LO1	Understand how to develop a strength and conditioning programme	AC1.01 Evaluate ability to develop a safe and effective strength and conditioning programme	Evaluation of components of fitness [health and skill related] Evaluation of methods to incorporate safe and effective warmups and cool downs Evaluation of the range of available equipment and rationale for selection Evaluation of principles + variables of fitness/training [adaptation, modification + progression for each component] Evaluation of principles + variables of fitness/training [FITT principles: Frequency, Intensity, Time, Type] Evaluation of principles + variables of fitness/training [implications of specificity] Evaluation of principles + variables of fitness/training [progressive overload] Evaluation of principles + variables of fitness/training [reversibility] Evaluation of principles + variables of fitness/training [adaptability] Evaluation of principles + variables of fitness/training [individuality] Evaluation of principles + variables of fitness/training [recovery time] Evaluation of the effect of speed of movement on posture, alignment, and intensity Evaluation of the best use of different forms of external resistance for strength and explosive training Evaluation of the importance of developing muscular equilibrium when designing training programmes <sup>10</sup> Evaluation of the methods to programme exercise for metabolic fitness, resistance training + explosive training Evaluation of rationale for programming exercise [physical v health benefits v sports performance] Evaluation of the need to plan for different learning styles, goals, needs, likes and dislikes Evaluation of the methods to select relevant exercises and exercise modes to meet participant needs Evaluation of the methods to select relevant exercises and exercise modes to meet participant goals Evaluation of the need to plan alternative activities, exercises, or participation options in the overall programme Evaluation of the need to plan for adaptations, progressions, and regressions for each exercise in the programme Evaluation of the need to set and adapt meaningful goals linked to a participant's individual needs and motivators Evaluation of the methods to minimise any risks relevant to the programme. Evaluation of the need to set realistic timings and sequences for sessions.		K5.2  UKSCA Programme justifications  UKSCA Programming authentication discussion

<sup>10</sup> Especially in the weight room

LO2	Understand how to coach safe and effective strength and conditioning sessions	AC2.01	Evaluate ability to coach safe and effective strength and conditioning sessions	Evaluation of observation, monitoring, and correcting participants to maintain safety and effectiveness of exercise Evaluation of effective warm up techniques for a range of activities Evaluation of effective methods to approach participants in a friendly, non-threatening manner Evaluation of effective methods to coach participants to effectively improve exercise technique Evaluation of effective methods to adapt, regress, progress and apply corrective strategies as required Evaluation of effective methods to modify and adapt exercises for a range of individual needs <sup>11</sup> Evaluation of effective alternative activities or exercise options Evaluation of awareness of health and safety Evaluations Evaluation of awareness of methods to position and reposition yourself in sessions <sup>12</sup> Evaluation of methods to monitor the safety and intensity of exercise. Evaluation of methods to provide feedback and coaching cues which are timely, clear and motivational	K6.1 K6.7	UKSCA Reflective practice portfolio  UKSCA Programme impact presentation  UKSCA Programme impact authentication discussion
		AC2.02	Evaluate ability to ensure effective use of equipment in strength and conditioning training sessions	Evaluation of methods to safely use selected equipment available in the training environment Evaluation of general health and safety Evaluations Evaluation of requirement to refer to manufacturer guidelines and other instructions <sup>13</sup> Evaluation of participant's unique abilities in equipment selection and setup Evaluation of methods to enable wearable technology to be used to support safe and effective strength and conditioning exercises and training sessions	K6.1 K6.7	
LO3	Understand ability to effectively monitor and review strength and conditioning programmes	AC3.01	Evaluate ability to monitor and review strength and conditioning programmes	Evaluation of methods to monitor and review the effectiveness of the strength and conditioning programme Evaluation of requirement to carry out regular programme review meetings with participants <sup>14</sup> Evaluation of need to evaluate and reflect on planned programmes to ensure physical needs are met Evaluation of need to evaluate and reflect on planned programmes to ensure psychological needs are met Evaluation of need to manage the training environment and demonstrating ability to interact and support <sup>15</sup> Evaluation of methods to appraise own performance in relation to the session Evaluation of methods to appraise participants performance in relation to the session Evaluation of methods to assess the appropriateness of session content in relation to user group and environment Evaluation of methods to propose changes and adaptations to session based on the appraisal of own performance Evaluation of methods to propose changes and adaptations to session based on the participant performance Evaluation of methods to propose changes and adaptations to session based on appropriateness of session content	K5.3	

<sup>11</sup> Alternatives to regress or progress an exercise

<sup>12</sup> Positioning must be accurate to enable observation of participants and respond to their needs

<sup>13</sup> Essential when unfamiliar with the normal use, maintenance, and servicing of equipment

<sup>14</sup> Meetings must be carried out to ascertain whether the exercise programme meets the participant needs, progression towards goals and any improvements that can be made to the programme plan

<sup>15</sup> Interaction and support must be based on participants unique needs. This includes the use of effective communication skills, rapport building, technique advice and correction

Unit 06						
Unit title:		Driving performance improvement through strength and conditioning coaching techniques				Unit Level: 3
Unit aim:		The aim of this unit is to develop the learner's understanding of how to drive performance improvement through effective exercise supervision and technique.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators		PS: S+C
LO1	Understand safe and effective strength and conditioning coaching techniques	AC1.01	Evaluate ability to coach RAMP warmups	Evaluation of RAMP Warmup protocol Evaluation of methods to deliver effective warm up that aligned to and enhances the session objectives		K6.1 K6.2
		AC1.02	Evaluate ability to coach foundation movements in line with UKSCA Technical Models	Evaluation of safe and effective techniques for a range of foundation movements Evaluation of safe and effective techniques for squat Evaluation of safe and effective techniques for lunge including multi-planar Evaluation of safe and effective techniques for hinge Evaluation of safe and effective techniques for jump, including bilateral and unilateral variations Evaluation of safe and effective techniques for quadrupedal Evaluation of safe and effective techniques for push Evaluation of safe and effective techniques for pull Evaluation of safe and effective techniques for rotation Evaluation of safe and effective techniques for running		K6.1 K6.3
		AC1.03	Evaluate ability to coach safe and effective resisted movements in strength based and explosive training activities	Evaluation of safe and effective techniques for a range of exercises Evaluation of safe and effective techniques for bodyweight exercise including suspension training Evaluation of safe and effective techniques for medicine balls Evaluation of safe and effective techniques for barbells including lifting and spotting techniques Evaluation of safe and effective techniques for dumbbells lifting and spotting technique Evaluation of safe and effective techniques for other resistance training equipment [kettlebells and sandbags] Evaluation of safe and effective techniques for supplementary equipment [mats for trunk strength exercises]		K6.1 K6.4
		AC1.04	Evaluate ability to coach safe and effective energy system training protocols	Evaluation of safe and effective techniques for a range of exercises to address participant's unique needs in an individual or group setting, to cover:  Sub-maximal and maximal running-based assessment protocols to include appropriate indoor options Sub-maximal and maximal equipment-based assessment protocols Sub-maximal and maximal running-based training sessions to include appropriate indoor options Sub-maximal and maximal equipment-based training sessions		K6.1 K6.5
		AC1.05	Evaluate ability to coach safe and effective high intensity running based activities	Evaluation of safe and effective technique for a range of exercises Evaluation of safe and effective techniques for acceleration Evaluation of safe and effective techniques for deceleration Evaluation of safe and effective techniques for change of direction		K6.1 K6.6

Unit 07					
Unit title:		Deployment skills of a Strength and Conditioning Trainer			Unit Level 3
Unit aim:		The aim of this unit is to evidence the learner's ability be effectively deployed as an S&C Trainer			
Learning outcomes		Assessment criteria			PSGI Assessment
LO1	Be able to practice professionally alone and as part of a team with minimal supervision	AC1.01	Demonstrate the ability to work alone and as part of a team with minimal supervision	S8.1	UKSCA Programme impact authentication discussion
		AC1.02	Demonstrate the ability to lead, communicate effectively with participants, the wider support team and to follow instructions	S8.1	
		AC1.03	Demonstrate the ability to show adaptability, confidence, team working, problem solving and conscientious	S8.1	
		AC1.04	Demonstrate the ability to show efficient time management and ability to plan and prepare own work	S8.1	
		AC1.05	Demonstrate the ability to identify areas for personal development	S8.1	
LO2	Be able to practice legally, ethically and ensure professional duty of care	AC2.01	Demonstrate the ability to ensure ethics, professional conduct and duty of care	S8.2	
		AC2.02	Demonstrate the ability to ensure compliance with relevant legal, ethical and organisational responsibilities	S8.2	
		AC2.03	Demonstrate the ability to ensure compliance with health and safety legislation and organisational procedures	S8.2	
		AC2.04	Demonstrate the ability to ensure compliance with hazard identification and safe working practices	S8.2	
		AC2.05	Demonstrate the ability to ensure compliance with equality, diversity legislation and organisational procedures	S8.2	
		AC2.06	Demonstrate the ability to ensure compliance with data protection legislation and organisational procedures	S8.2	
		AC2.07	Demonstrate the ability to ensure participant safeguarding, safety and wellbeing at all times	S8.2	



LO3	Be able to maintain a safe and clean training environment	AC3.01	Demonstrate the ability to plan and prepare own cleaning activities in line with the organisation's daily cleaning schedule	S7.1	UKSCA Programme impact authentication discussion
		AC3.02	Demonstrate the ability to ensure suitable use of appropriate cleaning substances and equipment <sup>16</sup>	S7.2	
		AC3.03	Demonstrate the ability to ensure compliance with the organisations safe systems of work, cleaning schedules and standards	S7.2	
		AC3.04	Demonstrate the ability to maintain the safety of yourself and others in the training environment	S7.2	
		AC3.05	Demonstrate the ability to take appropriate action to deal with identified hazards including include relevant use of signage	S7.3	
		AC3.06	Demonstrate the ability to report hazards in accordance with the organisations hazard reporting procedures	S7.3	
		AC3.07	Demonstrate the ability to ensure a positive participant experience by communicating effectively whilst cleaning	S7.4	
LO4	Be able to use effective engagement techniques to maximise the participant experience	AC4.01	Demonstrate the ability to interpret participant data in order to understand the different types of participants and their needs	S2.1	UKSCA Programme impact authentication discussion
		AC4.02	Demonstrate the ability to ensure professional demeanour through uniform, personal attributes and positive first impressions	S2.5	
		AC4.03	Demonstrate the ability to engage participants though informative tours, enquiries handling and end-to-end services	S2.2	
		AC4.04	Demonstrate the ability to ensure exemplary services including problem solving, discretion, influencing, and teamwork	S2.3	
		AC4.05	Demonstrate ability to ensure role model behaviours, respect for equality, diversity and appropriate use of language	S2.4	
		AC4.06	Demonstrate the ability to develop rapport with participants through a friendly and approachable manner	S2.4	
		AC4.07	Demonstrate the ability to select communication methods appropriate to the participant	S2.6	

<sup>16</sup> Learner must consider the organisations safe systems of work, cleaning schedules and organisational standards, whilst maintaining the safety of themselves and others.

LO5	Be able to conduct consultations, assessments, and training environment inductions	AC5.01	Demonstrate the ability to assess a participant's readiness to exercise and need for signpost or referral to other professionals.	S1.1	UKSCA Programming authentication discussion
		AC5.02	Demonstrate the ability to conduct safe effective consultations, health assessments, training environment inductions with participants	S1.1	
		AC5.03	Demonstrate the ability to adapt inductions for individuals and small groups (maximum of 5) to maintain effectiveness.	S1.1	
		AC5.04	Demonstrate the ability to provide a 'participant experience' during consultations, health assessments and inductions	S1.1	
		AC5.05	Demonstrate the ability to engage and build rapport with participants with varying needs and show empathy	S1.1	
		AC5.06	Demonstrate the ability to give positive, motivating, timely and relevant feedback to participants	S1.1	
		AC5.07	Demonstrate the ability to be accountable and take responsibility for participants	S1.1	
		AC5.08	Demonstrate the ability to use effective communication methods to ascertain a participant's needs and enhance the participant experience	S1.1	
		AC5.09	Demonstrate the ability to signpost participants to other facility areas if they show an interest in other organisational services	S1.1	
LO6	Be able to evaluate psychological readiness, set goals, motivate, and educate the participant	AC6.01	Demonstrate the ability to be an ambassador for the sector leading by example and displaying positive health behaviours.	S4.3	UKSCA Programming authentication discussion
		AC6.02	Demonstrate the ability to create a positive and motivating environment	S4.1	
		AC6.03	Demonstrate the ability to support the participant to recognise and develop their intrinsic and extrinsic motivation to exercise	S4.1	
		AC6.04	Demonstrate the ability to motive and encourage the participant to fully engage and adhere to the training programme	S4.1	
		AC6.05	Demonstrate the ability to set SMART goals linked to a participant's individual needs, wants and motivators	S4.2	
		AC6.06	Demonstrate the ability to monitor targets, review and evaluate progress and adapt accordingly	S4.2	
		AC6.07	Demonstrate the ability to offer credible advice and guidance appropriate to own level of expertise	S4.3	
		AC6.08	Demonstrate the ability to offer credible advice to promote positive healthy lifestyle choices	S4.3	

LO7	Be able to evaluate physiological factors and constraints to promote safe practice	AC7.01	Demonstrate the ability to apply knowledge of A+P in the planning of safe and effective exercise programmes for a range of participants	S3.1	UKSCA Programming authentication discussion
		AC7.02	Demonstrate the ability to apply knowledge aerobic and anaerobic system in the planning of safe and effective exercise programmes	S3.1	
		AC7.03	Demonstrate the ability to apply knowledge of muscle balance in the planning of safe and effective exercise programmes	S3.1	
		AC7.04	Demonstrate the ability to apply knowledge of heart rate response to exercise in the planning of safe and effective exercise programmes	S3.1	
		AC7.05	Demonstrate the ability to apply knowledge of long- and short-term physiological adaptations to exercise in the planning of programmes	S3.1	
		AC7.06	Demonstrate the ability to apply knowledge of energy demands of different activities in the planning of programmes	S3.1	
		AC7.07	Demonstrate the ability to apply knowledge of tailoring exercise to individual needs and goals in the planning of programmes	S3.1	
LO8	Be able to plan safe and effective strength and conditioning programmes and sessions	AC8.01	Demonstrate the ability to plan safe + effective S&C programmes in scope	S5.1	UKSCA Programming authentication discussion
		AC8.02	Demonstrate the ability to plan safe and effective S&C programmes for a range of participants including individuals and groups	S5.1	
		AC8.03	Demonstrate the ability to plan safe and effective S&C programmes using appropriate equipment and methods	S5.1	
LO9	Be able to coach safe and effective strength and conditioning sessions	AC9.01	Demonstrate the ability to observe, monitor and engage with participants to ensure safety and effectiveness	S6.1	UKSCA Foundation movements group coaching session
		AC9.02	Demonstrate the ability to utilising explanations and demonstrations that are technically correct and safe	S6.1	
		AC9.03	Demonstrate the ability to utilising explanations and demonstrations that are appropriate to the individual participant.	S6.1	
		AC9.04	Demonstrate the ability to adopt appropriate positions to observe the participants' movement and respond to their needs	S6.1	UKSCA Strength-based training coaching session
		AC9.05	Demonstrate the ability to correct exercise technique to ensure safe and effective alignment, execution, and use of equipment	S6.1	
		AC9.06	Demonstrate the ability to provide participant specific coaching cues, feedback and encouragement	S6.1	UKSCA Programming authentication discussion
		AC9.07	Demonstrate the ability to provide participant specific reinforcement in a friendly, professional manner	S6.1	
		AC9.08	Demonstrate the ability to offer adaptations and alternatives that meet a participant's individual needs	S6.1	
		AC9.09	Demonstrate the ability to offer adaptations and alternatives that improve participants performance	S6.1	

LO9	Continued	AC9.10	Demonstrate the ability to offer adaptations and alternatives to support progression, regression, and corrective strategies	S6.1	UKSCA Programme impact authentication discussion
		AC9.11	Demonstrate the ability to monitor the safety and intensity of exercise	S6.1	
		AC9.12	Demonstrate the ability to manipulate FITT principles to ensure progression according to individual needs	S6.1	
		AC9.13	Demonstrate the ability to select coaching methods to cater for different learning styles	S6.1	
		AC9.14	Demonstrate the ability to tailoring coaching styles and communication methods to individual's needs	S6.1	
		AC9.15	Demonstrate the ability to ensure participants understand how to continue their programme without direct supervision	S6.1	
LO10	Be able to demonstrate safe and effective strength and conditioning techniques	AC10.01	Demonstrate safe and effective technique for RAMP warmups	S6.2	UKSCA Foundation movements group coaching session
		AC10.03	Demonstrate safe and effective technique for foundation movements	S6.2	
		AC10.04	Demonstrate safe and effective technique for strength based training and explosive activities	S6.2	
		AC10.05	Demonstrate safe and effective technique for energy system protocols.	S6.2	UKSCA Strength- based training coaching session
		AC10.06	Demonstrate safe and effective technique for cool downs	S6.2	
LO11	Be able to monitor and review strength and conditioning programmes	AC11.01	Demonstrate the ability to carry out regular review meetings with participants	S5.2	UKSCA Programme impact authentication discussion
		AC11.02	Demonstrate the ability to ascertain how well the exercise programme met participant needs and progression towards goals	S5.2	
		AC11.03	Demonstrate the ability to plan improvements to the plan based upon monitoring and review with participants	S5.2	
		AC11.04	Demonstrate the ability to evaluate and reflect on planned programmes to ensure the physical and psychological needs are met	S5.2	
		AC11.05	Demonstrate the ability to manage the training environment and effectively interact and support different participants	S5.2	
		AC11.06	Demonstrate the ability to use of effective communication skills, rapport building, technique advice and correction	S5.2	
		AC11.07	Demonstrate the ability to appraise own performance and participants performance in relation to the session	S5.2	
		AC11.08	Demonstrate the ability to assess the appropriateness of the session content in relation to the user group and environment	S5.2	
		AC11.09	Demonstrate the ability to propose changes and adaptations to sessions based on the appraisal of own performance	S5.2	

## Appendix: Qualification Unit Specification Version Control

This document is subject to version control. We will request feedback from centres in advance of any change. We will then inform centres of the changes made in advance and will re-publish the specification via our website. All changes will be tracked here and confirmed as an updated version.

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