

# YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) (603/3413/7)

## Qualification Specification



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# YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) (603/3413/7)

## Qualification Specification

Qualification number: 603/3413/7

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

- Ofqual
- QW (Qualifications Wales)

## Qualification aim

The aim of this qualification is to develop the knowledge and skills of learners so they can engage, facilitate, educate and support clients in a strength and conditioning environment. On successful completion of this qualification learners will be able to seek employment and perform competently as a Level 2 Strength and Conditioning Trainer.

## Overview of knowledge, skills and understanding

- Anatomy and physiology including:
  - the heart and circulatory system
  - the respiratory system
  - the digestive system
  - structure and function of the skeleton
  - musculoskeletal system
  - postural and core stability
  - the nervous and energy systems and their relation to exercise
- Principles of working in the strength and conditioning environment. This includes customer service and how to maintain health, safety and welfare.

- How to conduct consultations and promote the health benefits of physical activity and strength and conditioning.
- How to communicate with clients effectively and motivate clients to adhere to a strength and conditioning exercise programme.
- The skills and knowledge required to plan and prepare a strength and conditioning based exercise programme with apparently healthy adults (both individuals and groups). This may include older adults (50 plus) and young people in the 11-18 age range, provided they are part of a larger adult group.

### Target group and age range

This qualification is aimed at a range of learners aged 16 plus.

### Qualification structure

To achieve the YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) (603/3413/7) learners must successfully complete five mandatory units:

| Unit reference number | Unit title   | Level | Credit |
|-----------------------|--|-------|--------|
| K/616/7823            | Anatomy and physiology for exercise and fitness instructors          | 2     | 6      |
| M/616/7824            | Providing a positive customer experience in the exercise environment | 2     | 5      |
| K/616/7949            | Lifestyle management and health awareness                            | 2     | 2      |
| L/617/1461            | Plan and prepare strength and conditioning training                  | 2     | 5      |
| R/617/1462            | Delivering strength and conditioning training                        | 2     | 4      |

The Total Qualification Time (TQT) for this qualification is 222. The Guided Learning Hours (GLH) assigned are 149.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- a) The number of hours an awarding organisation has assigned to a qualification for Guided Learning (see below), and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which

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takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Guided Learning Hours (GLH)**

This is:

- Face to face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team).
- eLearning with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).
- Invigilated assessment (external tests sat under controlled or open book conditions).
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is not:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor.
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time eg, completing a Learner Assessment Record (LAR) at home.
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

### **Recommended Guided Learning Hours – our ongoing review**

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to give feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

### **Entry requirements**

Learners must be aged 16 or above. Ideally they should have some experience of strength and conditioning based exercises through personal practice and should be have a certain amount of physical fitness. Learners should also have communication skills pitched at level 2 which can be developed during the course.

## Opportunities for progression

This qualification can lead to employment as a Strength and Conditioning Trainer within a fitness/sports or other relevant facility.

The qualification can also lead to further training at the same and higher levels in, for example:

- Apprenticeship in exercise and fitness
- YMCA Level 3 Award in Business Skills for the Fitness Professional
- YMCA Level 3 Award in Instructing Outdoor Fitness
- YMCA Level 3 Award in Sport
- YMCA Level 3 Award in Sports Conditioning
- YMCA Level 3 Award in Programming and Supervising Exercise with Disabled Clients
- YMCA Level 3 Diploma in Personal Training (Practitioner)
- YMCA Level 3 Diploma in Sports Massage Therapy

## Mapping to standards

This qualification is mapped directly to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards for a strength and conditioning trainer.

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of the YMCA Awards approvals processes can be found on our website:

[www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website:

[www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and internal quality assurance (IQA) requirements

Staff carrying out the delivery, assessment and IQA of these qualifications must be able to demonstrate that they meet the requirements set out below and in the document “Staffing requirements for YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer)” available on the qualification page of the YMCA Awards website.

Practical assessment of outcomes and learning development requirements (preparing and delivering Strength and Conditioning sessions) must be overseen by someone who has demonstrated their own subject matter expertise as a UK Strength and Conditioning Association (UKSCA) Accredited Strength and Conditioning Coach.

Centres are expected to support their staff in ensuring that their knowledge remains current for the occupational area and that staff maintain best practice in delivery, mentoring, training, assessment and verification, taking account of any national or legislative developments.

## Tutors

Tutors must:

- Be technically competent in the areas for which they are delivering training. This competence must be at least to the same level as the training being delivered.
- Have recent relevant experience in the specific area they will be delivering.
- Be occupationally knowledgeable in all areas for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- Have credible experience in providing training.

Tutors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Award, Level 4 Certificate or Level 5 Diploma in Education and Training
- Bachelor of Education (BEd)
- Certificate in Education (Cert Ed)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- City & Guilds Further and Adult Education Teaching Certificate
- Postgraduate Certificate in Education (PGCE)
- SVQ Learning and Development (units should relate to provision of learning and development)

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which tutors may achieve a recognised teaching qualification.

## Assessors

Assessors must:

- Be technically competent in the areas for which they are assessing. This competence must be at least to the same level as the assessment.
- Have recent relevant experience in the specific area they will be assessing.
- Be occupationally knowledgeable in all areas for which they are carrying out assessment. This knowledge must be at least to the same level as the assessment.
- Have credible experience in providing training and assessment.

Assessors should ideally hold, or be working towards, one of the following qualifications:

- Level 3 Certificate in Assessing Vocational Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Assessor unit A1 Assess Candidates Using a Range of Methods
- D32/33 Assess Candidate Performance Using Differing Sources of Evidence.

Note: Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which assessors may achieve a recognised assessor qualification.

The assessor may be the tutor. However, the assessor cannot be the internal verifier.

### Internal Quality Assurers

Internal quality assurers must:

- be technically competent in the areas for which they are carrying out internal quality assurance. This competence must be at least to the same level as the qualification
- be occupationally knowledgeable in all areas for which they are carrying out internal quality assurance. This knowledge must be at least to the same level as the qualification
- have credible experience of internal quality assurance.

Internal verifiers should ideally hold, or be working towards, one of the following qualifications:

- Level 4 Award in Internal Quality Assurance
- Level 4 Certificate in Leading Internal Quality Assurance
- SVQ Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

Note: Holders of V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development which can be found on the NOS Database: [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

If none of the above are held, the centre's YMCA Awards External Quality Assurer will discuss appropriate timescales by which internal verifiers may achieve a recognised internal quality assurance qualification.

It is also recommended that internal quality assurers hold a recognised assessing qualification.

## Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Wales and regulated by QW (Qualifications Wales).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards have made every attempt to ensure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards have an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency based learning outcomes (be able to) are typically assessed through direct observation. These will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge based learning outcomes (know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with the YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

The YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) is assessed through a combination of internal and external assessment.

### Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

#### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a LAR is available for this qualification please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/centre-resources/specifications-syllabuses-and-lars](http://www.ymcaawards.co.uk/centre-resources/specifications-syllabuses-and-lars).

#### Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- recognition of prior learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the example in the 'Qualification content' section of this specification.

## External assessment

There is external assessment in the form of a multiple choice theory paper for the Anatomy and physiology for exercise and fitness instructors unit (K/616/7823). To view mock papers, please log into the centre home page and follow this link here:

[www.ymcaawards.co.uk/download-resources/mock-papers](http://www.ymcaawards.co.uk/download-resources/mock-papers).

## Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

**Unit specifications and recommended assessment methods are set out on the following pages**

# Anatomy and physiology for exercise and fitness instructors (K/616/7823)

## Unit aim

This unit develops the learner's knowledge of anatomy and physiology and how it relates to exercise and fitness.

## Unit content

The learner will:

### 1. Know the structure and function of the circulatory system

The learner can:

#### 1.1. Identify the location and function of the heart

#### 1.2. Describe the structure of the heart

#### 1.3. Describe how blood moves through the four chambers of the heart

#### 1.4. Describe systemic and pulmonary circulation

#### 1.5. Describe the structure and functions of blood vessels

#### 1.6. Define blood pressure

#### 1.7. Identify blood pressure classifications.

The learner will:

### 2. Understand the structure and function of the respiratory system

The learner can:

#### 2.1. Identify the location and function of the lungs

#### 2.2. Describe the structure of the lungs



**2.3. Identify the main muscles involved in breathing**

**2.4. Describe the passage of air through the respiratory tract**

**2.5. Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs.**

The learner will:

### **3. Understand anatomical terminology**

The learner can:

**3.1. Identify movements/exercises that occur in each anatomical plane**

**3.2. Identify anatomical terms of location.**

The learner will:

### **4. Understand the structure and function of the skeleton**

The learner can:

**4.1. Describe the basic functions of the skeleton**

**4.2. Identify the structures of the axial skeleton**

**4.3. Identify the structures of the appendicular skeleton**

**4.4. Explain the classification of bones**

**4.5. Explain the structure of long bone**

**4.6. Explain the stages of bone growth**

**4.7. Describe posture in terms of curves of the spine.**

The learner will:

### **5. Understand joints in the skeleton**

The learner can:

**5.1. Describe the classification of joints**

**5.2. Describe the structure of synovial joints**

**5.3. Describe the types of synovial joints and their range of motion**

**5.4. Describe joint movement potential and joint actions.**

The learner will:

## **6. Understand the muscular system**

The learner can:

**6.1. Identify the three types of muscle tissue**

**6.2. Define the characteristics and functions of the three types of muscle tissue**

**6.3. Describe the basic structure and function of skeletal muscle**

**6.4. Name and locate major superficial and deep skeletal muscles**

**6.5. Describe the structure and function of the pelvic floor muscles**

**6.6. Describe the different types of muscle action**

**6.7. Identify the joint actions brought about by specific muscle actions**

**6.8. Identify skeletal muscle fibre types and their characteristics.**

The learner will:

## **7. Understand the life-course of the musculoskeletal system and its implications for special populations exercise**

The learner can:

**7.1. Describe the life-course of the musculoskeletal system, including implications for special populations exercise:**

- young people in the 13-18 age range
- older people (50 plus)
- ante and postnatal.

The learner will:

## 8. Understand the structure and function of the digestive system

The learner can:

### 8.1. Identify the function of the following in the digestive process:

- mouth (tongue, teeth, salivary glands)
- pharynx
- oesophagus
- stomach
- pancreas
- gallbladder and bile ducts
- liver
- small intestine
- large intestine (colon)

### 8.2. Describe how the main nutrient groups are broken down and absorbed in the digestive system

### 8.3. Identify the role of fibre in the digestive process

### 8.4. Identify the role of the liver and pancreas in assisting digestion

### 8.5. Identify the timescales for the digestive process to take place

### 8.6. Describe the importance of fluid intake in the digestive process.

The learner will:

## 9. Understand energy systems and their relation to exercise

The learner can:

### 9.1. Describe how carbohydrates, fats and proteins are used in the production of energy

### 9.2. Explain the use of the three energy systems during exercise.

The learner will:

**10. Understand the nervous system and its relation to exercise**

The learner can:

**10.1. Describe the role and functions of the nervous system**

**10.2. Describe the principles of muscle contraction**

**10.3. Describe the 'all or none law'/motor unit recruitment**

**10.4. Describe how exercise can enhance neuromuscular connections and improve motor skills.**

|                                 |  |
|---------------------------------|--|
| <b>Assessment specification</b> | Multiple choice theory paper (Externally assessed) |
|                                 | Assessment workbook (Section A)                    |

# Providing a positive customer experience in the exercise environment (M/616/7824)

## Unit aim

This unit develops the knowledge and skills an exercise and fitness instructor needs to present themselves in a professional manner, provide excellent customer service and demonstrate effective communication skills. Above all, to provide a positive customer experience an exercise and fitness instructor needs to ensure the exercise environment meets health and safety requirements.

## Unit content

The learner will:

### 1. Understand customer needs and expectations

The learner can:

- 1.1. Identify the types of customers attending a local exercise and fitness facility
- 1.2. Identify the different requirements of customers attending a local exercise and fitness facility
- 1.3. Identify how a local exercise and fitness facility meets different types of customer requirements
- 1.4. Describe how to identify and confirm a customer's expectations
- 1.5. Explain the importance of gathering feedback to meet customer expectations
- 1.6. Identify methods of gathering customer feedback
- 1.7. Explain the importance of responding promptly to a customer seeking assistance
- 1.8. Identify ways in which an exercise and fitness instructor could build social support and inclusion in an exercise environment.

The learner will:

## 2. Understand the principles of customer service

The learner can:

**2.1. Describe the products and services in a local exercise and fitness facility that may be available to customers**

**2.2. Describe the personal attributes required to display a high level of customer service in an exercise environment**

**2.3. Identify the ways in which an exercise and fitness instructor could present themselves in a professional and approachable manner.**

**2.4. Describe how an exercise and fitness instructor could contribute to improving customer retention.**

**2.5. Explain how to influence a 'customer journey' in an exercise environment.**

The learner will:

## 3. Know how to engage with customers

The learner can:

**3.1. Describe different methods of engaging with customers**

**3.2. Explain the importance of regular communication with customers**

**3.3. Describe different methods of building rapport with customers**

**3.4. Explain the importance of being visible and approachable within an exercise environment**

**3.5. Explain the importance of giving health, safety and exercise etiquette information to customers.**

The learner will:

#### **4. Be able to prepare and maintain the exercise environment**

The learner can:

**4.1. Clean the exercise environment as required to maintain hygiene levels using appropriate cleaning substances**

**4.2. Utilise appropriate signage to identify potential hazards whilst cleaning**

**4.3. Demonstrate effective communication with customers and colleagues regarding cleaning.**

The learner will:

#### **5. Understand the importance of professionalism in the health and fitness sector**

The learner can:

**5.1. Identify governing and/or professional bodies for the health and fitness sector**

**5.2. Outline the essential principles, values or ethical codes of practice laid out by governing and/or professional bodies for the health and fitness sector**

**5.3. Describe how an exercise and fitness instructor can keep knowledge and skills up to date**

**5.4. Describe how to identify opportunities and requirements for career progression in the health and fitness sector.**

The learner will:

#### **6. Understand operational and legislative procedures within an exercise and fitness facility**

The learner can:

**6.1. Identify the types of emergencies that may occur in an exercise and fitness facility**

**6.2. Summarise the procedures and recording documents that should be in place in an exercise and fitness facility to maintain health and safety of staff and customers**

**6.3. Suggest types of cleaning materials and equipment that would be suitable for maintaining health and hygiene in an exercise environment**

**6.4. Identify the typical roles of individuals responsible for health and safety in an exercise and fitness facility**

**6.5. Explain the importance of following emergency procedures calmly and correctly**

**6.6. Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people**

**6.7. Outline why health and safety are important in an exercise and fitness facility**

**6.8. Identify the legal and regulatory requirements for health and safety relevant to working in an exercise and fitness facility**

**6.9. Describe duty of care and professional role boundaries in relation to special population groups**

**6.10. Describe the types of security procedures within an exercise and fitness facility.**

The learner will:

## **7. Understand how to control risks in an exercise and fitness facility**

The learner can:

**7.1. Identify possible hazards in an exercise and fitness facility**

**7.2. Describe how to carry out a risk assessment in an exercise environment**

**7.3. Describe how to control risks associated with hazards in an exercise environment**

**7.4. Identify the appropriate person/position to contact within an exercise and fitness facility when hazards and risks cannot be controlled personally.**

The learner will:

## **8. Understand how to safeguard children and vulnerable adults**

The learner can:

**8.1. Describe what is meant by safeguarding the welfare of children and vulnerable adults**

**8.2. Describe the responsibilities and limitations of an exercise and fitness instructor in regard to safeguarding children and vulnerable adults**



**8.3. Identify the types of abuse an exercise and fitness instructor may encounter**

**8.4. Identify possible signs of abuse**

**8.5. Describe an exercise and fitness facility’s typical reporting procedures for safeguarding children and vulnerable adults**

**8.6. Describe the procedures to follow to protect oneself from accusations of abuse**

**8.7. Identify the statutory agencies responsible for safeguarding children and vulnerable adults**

**8.8. Explain when it may be necessary to contact statutory agencies**

**8.9. Describe how to maintain the confidentiality of information relating to possible abuse.**

The learner will:

## **9. Understand processes to support a health and fitness business**

The learner can:

**9.1. Identify the components of financial planning for a health and fitness business**

**9.2. Identify a typical product offer within an exercise and fitness facility and how an exercise and fitness instructor may be able to support this**

**9.3. Describe the use of social media within a health and fitness business**

**9.4. Identify how to set up a social media/digital profile.**

|                          |   |
|--------------------------|---|
| Assessment specification | Assessment workbook (Section B)                 |
|                          | Observation of S&C training session (Summative) |

# Lifestyle management and health awareness (K/616/7949)

## Unit aim

This unit develops the knowledge an exercise and fitness instructor needs to promote a healthy and active lifestyle. This includes the importance of healthy eating and offering behaviour change strategies to support clients to adopt behaviours that will help them to prevent a range of health conditions.

## Unit content

The learner will:

### 1. Understand how to promote a healthy lifestyle

The learner can:

#### 1.1. Define the components of health and skill related fitness

#### 1.2. Describe the benefits of a healthy and active lifestyle

#### 1.3. Describe the implications of obesity in the UK

#### 1.4. Describe how physical activity/exercise can help prevent common health conditions:

Chronic conditions including:

- coronary heart disease
- stroke
- some cancers
- type 2 diabetes
- hypertension
- obesity
- musculoskeletal conditions
- mental health conditions

#### 1.5. Identify ways in which an exercise and fitness instructor could communicate the benefits of a healthy lifestyle to clients

**1.6. Identify when an exercise and fitness instructor should refer a client to another professional regarding their health and wellbeing**

**1.7. Identify the relevant professionals an exercise and fitness instructor could refer a client to regarding their health and wellbeing**

**1.8. Describe how technology can assist in a client's journey towards a healthy lifestyle.**

The learner will:

## **2. Understand the importance of healthy eating**

The learner can:

**2.1. Describe the national food model/guide**

**2.2. Describe key healthy eating advice that underpins a healthy diet**

**2.3. Explain the importance of adequate hydration**

**2.4. Explain professional role boundaries in relation to offering nutritional advice**

**2.5. Describe the energy balance equation**

**2.6. Explain the health risks of poor nutrition.**

The learner will:

## **3. Understand how to support clients to adhere to exercise/physical activity**

The learner can:

**3.1. Identify typical barriers to exercise/physical activity**

**3.2. Explain why it is important for a client to take personal responsibility for their own fitness and motivation**

**3.3. Identify behaviour change approaches/strategies to encourage adherence to exercise/physical activity**

**3.4. Describe how to set short, medium and long term SMART goals**

**3.5. Identify how to review and revise short, medium and long term SMART goals.**



# Plan and prepare strength and conditioning training (L/617/1461)

## Unit aim

This unit covers the knowledge and skills a Strength and Conditioning Trainer needs to plan and prepare strength and conditioning based exercise programmes (within their scope of practice) for a range of participants. This includes demonstrating effective communication to engage and fully support participants.

## Unit content

The learner will:

### 1. Understand the professional role of the strength and conditioning trainer

The learner can:

#### 1.1. Identify governing and/or professional bodies for:

- strength and conditioning
- a range of sports

#### 1.2. Outline the principles, values, and ethical codes for practice laid out by governing bodies and/or professional bodies for:

- strength and conditioning
- a sport national governing body

#### 1.3. Describe how a strength and conditioning trainer can keep knowledge and skills up to date

#### 1.4. Identify opportunities and requirements for career progression in strength and conditioning.

The learner will:

### 2. Understand how to promote participation in strength and conditioning

The learner can:

#### 2.1. Describe the benefits of participating in a strength and conditioning programme for the following:

- youth sport

- adult recreational activities
- performance sport
- older adults' lifestyle activities

## 2.2. Describe ways of promoting the benefits of participation in strength and conditioning.

The learner will:

### 3. Understand how to plan an effective strength and conditioning session to meet the needs of the participant

The learner can:

#### 3.1. Identify objectives for a strength and conditioning programme, to include:

- foundation Movement skills
- energy systems training
- strength
- muscular endurance
- speed and agility

#### 3.2. Explain why it is important to agree goals and objectives for strength and conditioning with participants

#### 3.3. Identify a range of environments and equipment for training individuals and groups to develop the following:

- foundation movement skills
- energy systems training
- acceleration, deceleration and change of direction
- resistance training

#### 3.4. Describe the benefits of:

- foundation movement skills
- energy systems training
- acceleration, deceleration and change of direction
- resistance training

#### 3.5. Outline the structure of a strength and conditioning session

#### 3.6. Outline how a strength and conditioning programme might be adapted to meet the needs of a range of participants, including:

- older people

- ante/postnatal
- young people (prepubescent, pubertal, and adolescent)

### 3.7 Outline the principles of behaviour management for effective group coaching for:

- adults
- children (5-11) (11-18).

The learner will:

## 4. Understand the importance of adapting communicating techniques when dealing with customers with differing needs

The learner can:

**4.1. Identify the most appropriate ways of communicating with participants to meet their needs considering background, culture, and experience**

**4.2. Explain how non-verbal behaviour and environment can affect the behaviour of participants.**

The learner will:

## 5. Understand how to collect information to plan a strength and conditioning programme

The learner can:

**5.1. Identify different methods to collect participant information, appropriate to the individual, including:**

- PARQ/PARQ+
- Questionnaire
- Interview/consultation
- Informed consent
- Observation
- Fitness testing/physical measurements

**5.2. Explain the importance of following protocols for screening participants prior to strength and conditioning training**

**5.3. Identify risk stratification models that can be utilised by a strength and conditioning trainer, to include:**

- Initial ACSM Risk Stratification
- Morgan and Irwin

**5.4. Identify the variables that can be used when risk stratifying participants**

**5.5. Explain what is meant by low, medium, and high risk**

**5.6. Identify methods of supporting participants in overcoming barriers towards exercise**

**5.7. Identify the importance of safely storing participants' information.**

The learner will:

**6. Understand how to use participants' information to plan a strength and conditioning programme**

The learner can:

**6.1. Give examples of how participants' information affect the planning of strength and conditioning training**

**6.2. Identify the reasons for temporary deferral of exercise**

**6.3. Describe why it is important to have information on a participants' sleep patterns.**

**6.4. Identify the minimum sleep recommendations for different stages of maturation**

**6.5. Give examples of how a participant can improve their sleep habits.**

The learner will:

**7. Be able to collect information to plan a strength and conditioning programme for a range of participants**

The learner can:

**7.1. Use appropriate methods to collect information to plan strength and conditioning programmes, including:**

- **Lifestyle questionnaire**
- **PARQ/PAR-Q+**
- **Informed consent (Parental consent for youth participants)**
- **Physical assessments**

**7.2. Identify assessment and monitoring strategies for establishing stage of maturation for youth participants**

YMCA Level 2 Certificate in the Foundations of Strength and Conditioning (Trainer) (603/3413/7)

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**7.3. Use effective communication methods to engage and fully support the participant**

**7.4. Identify participant needs and any possible risks from participation in a strength and conditioning programme, signposting when required**

**7.5. Maintain client confidentiality**

**7.6. Interpret individual participant information and agree objectives**

**7.7. Suggest other activities to complement their programme according to interests**

**7.8. Plan how to minimise risks relevant to the programme.**

The learner will:

**8. Be able to use participant information to plan a strength and conditioning session**

The learner can:

**8.1. Set short, medium and long-term SMART goals for a range of training objectives, to include:**

- Improving fundamental movement skills
- Improving lifting technique
- Increasing muscular endurance
- Changing body composition
- Increasing strength
- Improving energy systems
- Improving acceleration and change of direction ability

**8.2. Select appropriate exercises according to training objectives**

**8.3. Plan realistic timings and sequence of exercises**

**8.4. Record programme plans in an appropriate format, professionally presented**

**8.5. Identify the importance of reviewing programmes at regular intervals and set review dates.**

|                                 |                                 |
|---------------------------------|---------------------------------|
| <b>Assessment specification</b> | Knowledge questions             |
|                                 | Participant consultation record |

|  |   |
|--|---|
|  | Youth consultation record   |
|  | Programming for participant   |
|  | On-course observation and practical delivery of strength and conditioning protocols |

# Delivering strength and conditioning training (R/617/1462)

## Unit aim

This unit covers the knowledge, understanding and skills needed to supervise and train participants using a range of strength and conditioning exercises. These include foundation movement skills, selected resisted movements for strength based training, energy system training protocols and high intensity running based activities (including acceleration, deceleration and change of direction).

This will allow the Strength and Conditioning Trainer to apply this knowledge in an individual and group setting.

## Unit content

The learner will:

### 1. Be able to instruct foundation movement skills

The learner can:

#### 1.1. Identify safe and effective alignment for a range of basic movement patterns, including identified versions of:

- squat
- lunge
- hinge
- jump
- quadrupedal
- push
- rotations
- pulls
- running based activity

#### 1.2. Demonstrate different methods of adapting the movement patterns to address common restrictions

#### 1.3 Ensure appropriate progressions and/or regressions are implemented where required

**1.4 Demonstrate how to safely develop client coordination to include appropriate progressions of intensity and complexity.**

The learner will:

**2. Be able to deliver an effective warm up for a range of activities**

The learner can:

**2.1. Demonstrate an effective warm up using combinations of fundamental movement skills**

**2.2. Use warm up activities that contribute to achieving specific exercise goals**

The learner will:

**3. Be able to effectively provide an appropriate group energy systems training session**

The learner can:

**3.1. Prepare self, the area, and equipment for energy systems training**

**3.2. Apply shuttle run and equipment-based assessment to establish energy system training objectives**

**3.3. Lead an energy system training session**

The learner will:

**4. Be able to deliver a strength and conditioning training session**

The learner can:

**4.1. Prepare self and equipment for a strength and conditioning training session according to the participant needs**

**4.2. Engage participant from the outset using:**

- effective verbal and non-verbal communication
- a positive attitude
- professional presentation

**4.3. Perform a verbal health check prior to starting the session, with reference to a recent and detailed PAR-Q**

**4.4. Outline the facility's emergency procedures**

**4.5. Give explanations and demonstrations that are technically correct**

**4.6. Demonstrate safe and effective exercises for all components of a strength and conditioning session, inclusive of:**

- Warm up using an appropriate RAMP combination and progression of foundation movement skills:
- Two explosive exercises
- Six strength-based exercises
- Session conclusion

**4.7. Adapt strength-based exercises to ensure appropriate progression and/or regression**

**4.8. Engage with participant throughout, checking understanding at regular intervals**

**4.9. Adopt appropriate positions to observe the participant and respond to their needs**

**4.10. Use motivational styles and provide supportive feedback appropriate to the participant and the exercise format**

**4.11. Engage with the participant, ensuring the environment is left in a condition acceptable for future use.**

The learner will:

## **5. Be able to reflect on providing a strength and conditioning session**

The learner can:

**5.1 Give the participant the opportunity to reflect on the session**

**5.2 Review the outcomes of the session, taking into consideration feedback from the participant**

**5.3. Identify:**

- How the participant responded to the exercises
- How effective and motivational the relationship with the participant was
- The safety and effectiveness of the programme and exercises

**5.3. Identify how to improve personal practice for future sessions**

**5.4. Explain the value of reflective practice**

|                                 |  |
|---------------------------------|--|
| <b>Assessment specification</b> | On-course observation of practical delivery of strength and conditioning protocols |
|                                 | Observation of summative strength based training                                   |





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