The Qualification Hub

Qualification Specification

TQH Level 3 Diploma in Strength and Conditioning Coaching for Enhanced Performance



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The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications at Levels 2 and 3 within the 08.1 Sport, Leisure and Recreation sector.

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Qualification Level

The level of a qualification reflects the level of difficulty and complexity of the knowledge and skills it requires. The qualification levels range from Entry Level 1 to Level 8.

Qualification Size

In the context of qualifications, size refers to the total amount of time typically required for a learner to complete all study and assessment activities. This is measured as Total Qualification Time (TQT), which includes both Guided Learning Hours (GLH)—the time spent under direct supervision or instruction—and time spent on independent study and assessment preparation. (See GCOR J1.8).

The start and end dates of TQH qualification's operation signify the duration of its regulated lifecycle. The end date marks the final deadline for learners to enrol in the qualification. After this date, learners have a maximum of 2 years to finish the qualification and obtain their certificate.

All The Qualification Hub qualifications are published to the Register of Regulated Qualifications (https://register.ofqual.gov.uk/). This site shows the qualifications and awarding organisations regulated by CCEA Regulation.

TQH Qualification Regulation Information

TQH Level 3 Diploma in Strength and Conditioning Coaching for Enhanced Performance
Operational start date: Oct 26
Certification end date: TBC
Sector Subject Area: 8.1 - Sport, leisure and recreation
Grading: Pass/Fail

Links to National Standards
This qualification is aligned to the following professional standards:

- **CIMSPA Professional Standard: Strength and Conditioning Trainer**

This standard informs the knowledge, skills, and behaviours required for safe and effective strength and conditioning coaching practice, including programme design, delivery, and monitoring.

The qualification is also informed by relevant National Occupational Standards (NOS) developed by SkillsActive.

Mapping to National Occupational Standards (NOS)

TQH Level 3 Diploma in Strength and Conditioning Coaching for Enhanced Performance has been informed by the following National Occupational Standard developed by SkillsActive:

SKAEAF16 – Plan, Deliver and Evaluate a Strength and Conditioning Programme

This standard covers the knowledge, skills and behaviours required to analyse athlete needs, design strength and conditioning programmes, deliver and monitor training interventions, evaluate performance outcomes and adapt programmes to support athlete development and performance enhancement.

Qualification Unit	**Primary NOS Alignment**
Understanding Strength and Conditioning Principles	Underpinning knowledge supporting SKAEAF16
Applied Anatomy and Physiology for Strength and Conditioning	Underpinning knowledge supporting SKAEAF16

Understanding Long Term Athlete Development and Athletic Performance	Underpinning knowledge supporting SKAEAF16
Planning Strength and Conditioning Programmes	SKAEAF16 – Design and agree a strength and conditioning programme
Delivering Strength and Conditioning Sessions	SKAEAF16 – Deliver, review and revise a strength and conditioning programme
Monitoring and Evaluating Athlete Performance	SKAEAF16 – Deliver, review and revise a strength and conditioning programme
Strength and Conditioning for Speed, Agility and Power Development	SKAEAF16
Recovery, Regeneration and Injury Risk Management	SKAEAF16
Movement Screening and Readiness Assessment	SKAEAF16 – Perform a needs analysis of the performance activity and athlete
Professional Practice in Strength and Conditioning Coaching	Underpinning knowledge supporting SKAEAF16

Application of the National Occupational Standard

The qualification reflects the progression outlined within SKAEAF16 by requiring learners to:

- Analyse athlete needs and performance requirements.
- Plan and justify strength and conditioning programmes.
- Deliver safe and effective strength and conditioning sessions.
- Monitor athlete responses and performance outcomes.
- Evaluate programme effectiveness and make appropriate adaptations.
- Operate safely, ethically and within professional boundaries.

The full National Occupational Standard can be accessed via:

https://www.ukstandards.org.uk

Learner Entry Guidance and Prior Learning

Entry to this qualification is at the discretion of the centre. There are no formal mandatory prerequisites; however, learners will benefit most from holding a relevant Level 2 or Level 3 qualification in sport, fitness, or coaching (such as a Level 2 Certificate in Coaching Practice or Level 3 Diploma in Personal Training) or equivalent industry experience.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of their learners, and that learners possess the necessary literacy, numeracy, and physical capability to safely fulfill the learning outcomes.

Progression

Successful achievement of this qualification may support progression into further learning and professional development within the sport, coaching, fitness and performance sectors.

Progression opportunities may include:

• Higher-level qualifications in strength and conditioning, sport coaching, sports performance and athlete development.

• Qualifications in sports science, exercise science, fitness and physical activity.

• Specialist training relating to performance analysis, athletic development, injury prevention and rehabilitation support.

• Higher education programmes in sport, strength and conditioning, coaching, sports science or related disciplines.

• Professional development pathways aligned to strength and conditioning, coaching and athlete support roles.

The qualification also provides a foundation for learners wishing to further develop their knowledge and skills in programme design, athletic performance enhancement, performance monitoring and evidence-informed coaching practice.

Delivery Languages

This qualification is available in English only at this time.

Qualification Target Group

Sports Coaches, Fitness Professionals, Personal Trainers, Strength and Conditioning Practitioners, and individuals seeking to develop knowledge and skills in athletic performance enhancement, athlete development and strength and conditioning coaching.

Qualification Aim

TQH Level 3 Diploma in Strength and Conditioning Coaching for Enhanced Performance course enables learners to develop the knowledge and skills required to coach strength and conditioning interventions that improve athletic power, speed, agility, and functional movement. Learners will be able to describe advanced training principles, analyse movement and performance data, and apply periodised programmes to a wide range of performance-based scenarios.

Qualification Objectives

By the end of this course, participants will be able to:

- Understand how to plan, deliver, and evaluate structured strength and conditioning sessions.
- Recognise the biomechanical and physiological demands of strength and power training.
- Apply Coaching techniques to fundamental lifts, resistance training, and functional tools.
- Integrate speed, agility, and plyometric drills into athletic development plans.
- Understand and implement periodisation models for different athletic populations.
- Conduct movement screening and interpret findings to inform programme design.
- Apply advanced mobility and neuromuscular stabilisation strategies.
- Understand and evaluate the role of soft tissue function and recovery in performance.
- Coach safe and effective dynamic movement techniques to reduce injury risk and improve performance.

Purpose

The purpose of this qualification is to provide learners with an understanding of the performance and Coaching requirements of a strength and conditioning trainer. Learners are provided with an understanding of the key concepts of strength and power development and how movement-based, periodised training can be used in performance enhancement sessions with clients. Learners are also provided with the knowledge and skills to be able to plan, prepare, and deliver safe and effective strength and conditioning programmes across a range of athletic and recreational settings.

The qualification includes the knowledge, understanding and practical skills required to support safe and effective strength and conditioning coaching practice and reflects current professional expectations within the sport and physical activity sector.

Indicative Content and Depth of Coverage

Learners will develop knowledge and understanding of key strength and conditioning principles, including:

- movement quality, mobility and neuromuscular preparation
- strength, power, speed and agility development
- programme design and periodisation
- recovery, restoration and injury risk management
- movement screening and readiness assessment
- applied coaching methods and skill acquisition

For each area, learners are expected to demonstrate:

- understanding of underpinning anatomical, physiological and biomechanical principles

- ability to apply training methods within structured strength and conditioning programmes
- interpretation of participant performance and readiness data
- adaptation of sessions based on participant needs, goals and context
- awareness of safety considerations and scope of practice

Learners are not required to independently design complex performance systems, undertake advanced scientific research, or operate at the level expected of graduate strength and conditioning practitioners. The qualification focuses on applied coaching practice within defined professional boundaries and provides a foundation for further professional development.

Requirements for Tutors

Tutors should hold, or be working towards, a teaching qualification. The following examples are acceptable, although TQH will consider other teaching qualifications on request:

- 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).
- Certificate of Education.
- PGCE.
- Award in Education and Training.
- Certificate in Education and Training.
- Bachelor of Education (BEd)

The tutor will need to demonstrate they have the appropriate knowledge, understanding, and competence for the TQH qualification they wish to teach.

Tutors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the tutor's role. This ensures tutors keep pace with the current trends and standards of others working in their industry.

Requirements for Assessors

Assessors should hold, or be working towards, a recognised assessing qualification. The following examples are acceptable, although TQH will consider other assessor qualifications on request:

- D32/33 qualification.
- A1 qualification.
- Level 3 Award in Understanding the Principles and Practices of Assessment or equivalent.
- Level 3 Award in Assessing Vocationally Related Achievement or equivalent.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

If assessors wish to assess work-based competency qualifications, then they must hold, or be working towards, one of the following qualifications:

- D32/D33 qualification.
- A1 qualification.
- Level 3 Award in Assessing Competence in the Work Environment or equivalent.
- Level 3 Certificate in Assessing Vocational Achievement or equivalent.

Assessors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to applying for the Assessor role. This ensures staff keep up with the current trends and standards of others working in their industry.

Trainee assessors must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Requirements for an Internal Quality Assurer (IQA)

Requirements for an Internal Quality Assurer (IQA)

IQA's should hold, or be working towards, a recognised Internal Quality Assurance qualification. The following examples are acceptable, although TQH will consider other IQA qualifications on request:

• Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.

• Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.

• Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

Internal Quality Assurers must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the IQA role. This ensures staff keep pace with the current trends and standards of others working in their industry.

Trainee IQA's must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Important Notes

- It is not best practice for the IQA to provide the QA for aspects of course delivery that s/he has tutored
- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.

Centre Performance

External Quality Assurance (EQA)

The EQA will typically visit the Centre twice a year, with one visit being announced and the other unannounced.

The role of the External Quality Assurer is to collaborate with the Centre to review its systems and procedures, interview assessors for consistency, support and work with the IQAs, and interview learners both remotely and in person. The EQA may sample assessment decisions, learner evidence and quality assurance records through announced and unannounced quality assurance activities.
The EQA will also examine internal quality assurance decisions and records, and verify that full qualification or individual unit certifications are correct.

The Centre is responsible for providing the EQA with access to its premises, staff, learners, data, records, meetings, and documents as required. The Centre uses TQH Platform and all learner data is available online 24/7.

The EQA may review and validate evidence submitted on an ongoing basis to support quality assurance activities, provide feedback to centres and facilitate certification decisions where appropriate.

Standardisation

It is a method that assures all staff members, such as teachers, trainers, assessors, and quality assurance personnel, interpret and adhere to the programme's requirements or qualifications in the same manner.
If requested, centres offering units of a TQH qualification must attend and provide assessment materials and learner evidence for standardisation events.

Learner Registration

- Use its best endeavours to verify that the identity and information provided by the Learners
- upon registration is accurate and complete as per Identification Policy;
- Register Learners promptly upon enrolment with the Centre. The centre must register learners on TQH platform 14 days after enrolling learners at centre level;
- Only register Learners for qualifications whom it reasonably expects to complete a qualification;
- Only register Learners for qualifications the centre is approved to deliver;
- Take all reasonable steps to ensure that learners are fully informed about the requirements of their selected qualifications as set out in the relevant qualification specifications and guides published by TQH.
- Provide appropriate induction and support to learners, in accordance with TQH Policies and Procedures.
- Have in place arrangements to allow for recognition of prior learning, where this is appropriate for a qualification, and in accordance with the relevant TQH Policies and Procedures;

(To obtain further information regarding registration, kindly refer to Registration of Learners)

Administration

Certification

The primary responsibility for initiating certificate claims lies with the Centres. A Centre cannot make a claim for certification unless it is confident that the student has completed all necessary assessments and has reached the required level of proficiency for the qualification. Only after completing all internal quality assurance procedures can a Centre make this determination. Certificates will be issued within 20 working days.

Qualification Fees

TQH publishes all up to date qualification fees in its Fees and Invoicing Policy.

Equality, Fairness and Inclusion

In developing the specifications for these qualifications, TQH has taken into account the demands of equality legislation. If you need more information or guidance on how to access fair assessments or want to know more about TQH's Reasonable Adjustments and Special Considerations policies.

TQH Centre handbook contains additional information on the headings mentioned. Please refer to it for further details.

Structure and Content

TQH Level 3 Diploma in Strength and Conditioning Coaching for Enhanced Performance

Accreditation Number	Pending
Guided learning hours	455
Total qualification time	606
Credits	61

TQH Level 3 Diploma in Strength and Conditioning Coaching for Enhanced Performance

Unit	Level	GLH	Credits	Portfolio	Practical observation
Understanding Client Consultations, Assessments, and Screening for Strength and Conditioning	3	25	3	✔	
Understanding How to Prepare and Plan for Strength and Conditioning Sessions	3	30	4	✔	
Understanding How to Deliver Strength and Conditioning Training Sessions	3	45	5	✔	✔
Understand Movement Quality, Mobility and Neuromuscular Preparation for Performance	3	39	4	✔	✔
Understand Power Development and Explosive Training Methods	3	52	7	✔	✔
Understand Speed, Agility and Directional Movement Development	3	50	7	✔	✔
Understand Skill Acquisition and Applied Coaching Methods in Strength and Conditioning	3	30	4	✔	✔
Understand Recovery, Soft Tissue Dysfunction and Restoration Strategies in Strength and Conditioning	3	40	6	✔	✔
Understand Movement Screening and Readiness Assessment in Strength and Conditioning	3	36	6	✔	✔
Understand Nutritional Planning for Health, Recovery and Performance	3	44	7	✔	
Understand Resistance and Cardiovascular Training Principles for Health and Performance	3	32	4	✔	
Understand Periodisation Planning in Strength and Conditioning	3	32	4	✔	

1 Understanding Client Consultations, Assessments, and Screening for Strength and Conditioning

Learning Outcomes	Assessment Criteria
1. Understand the participant consultation process.	1.1 Explain the purpose of the consultation in relation to the participant journey and safe entry into strength and conditioning. 1.2 Describe the importance of educating participants on their roles, responsibilities and the trainer's scope of practice. 1.3 Explain the importance of professional communication when gathering participant information relevant to strength and conditioning practice. 1.4 Outline how to tailor consultations to suit different participant demographics, fitness levels and goals. 1.5 Summarise data protection, confidentiality and record-keeping considerations relevant to participant consultations. 1.6 Explain the importance of providing clear information about the consultation and assessment process to support participant understanding and engagement.
2. Understand health screening and risk stratification.	2.1 Describe evidence-based pre-exercise health screening methods used in professional practice. 2.2 Explain the purpose and process of obtaining informed consent prior to screening or assessment. 2.3 Explain how screening outcomes inform decisions about appropriate assessment pathways. 2.4 Outline how developmental considerations are monitored when working with young participants. 2.5 Explain how risk stratification models are used to determine participant risk levels. 2.6 Explain when and why referral or signposting to another professional is required based on screening outcomes. 2.7 Describe absolute contraindications to exercise and factors indicating elevated risk during physical activity. 2.8 Explain how health history and current health status inform risk classification. 2.9 Outline the process for identifying medical conditions, injuries or presentation factors requiring referral or medical clearance. 2.10 Explain how risk classification informs decisions about participant readiness for exercise.

3. Understand participant assessment processes.	3.1 Explain the purpose and use of lifestyle questionnaires in collecting relevant participant information. 3.2 Explain how to select assessments appropriate to the participant and training environment. 3.3 Describe procedures used to assess resting cardiovascular function. 3.4 Explain methods used to assess aerobic capacity using maximal and sub-maximal protocols. 3.5 Describe methods used to assess muscular strength and endurance. 3.6 Outline methods used to assess physiological development in youth participants. 3.7 Describe recognised techniques used to assess body composition. 3.8 Explain circumstances in which an assessment may be contraindicated, inappropriate or limited.
4. Understand how to deliver participant inductions.	4.1 Describe procedures and policies relevant to participant inductions in the training environment. 4.2 Explain how to conduct an induction that familiarises participants with the training environment and equipment. 4.3 Explain how to adapt the induction process for individual participants. 4.4 Explain how to deliver an effective small group induction while maintaining individual engagement.
5. Be able to conduct consultations, assessments and training environment inductions.	5.1 Apply methods to assess participant readiness for exercise. 5.2 Apply appropriate techniques to conduct a safe and effective consultation in line with organisational procedures. 5.3 Apply appropriate procedures to carry out a health assessment relevant to participant needs and programme entry. 5.4 Apply appropriate methods to deliver a training environment induction that promotes participant safety and confidence. 5.5 Apply strategies to adapt an induction to meet the needs of an individual participant. 5.6 Apply strategies to adapt a group induction to meet the needs of multiple participants while maintaining effectiveness. 5.7 Demonstrate professional and participant-centred communication throughout the consultation process. 5.8 Apply appropriate communication methods to identify participant needs. 5.9 Provide clear and appropriate feedback during consultations and assessments.

	5.10 Demonstrate how to maintain a safe, professional and participant-centred experience throughout the process. 5.11 Apply appropriate methods to signpost participants to relevant services or opportunities where appropriate to their needs and goals.

UNIT 1: Understanding Client Consultations, Assessments, and Screening for Strength and Conditioning - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 25 | Credits: 3

Learning Outcome 1: Understand the participant consultation process (AC 1.1 – 1.6)

Syllabus Content (Range)

- Purpose of consultation (AC 1.1): Establishing baseline readiness, defining athletic goals, managing expectations, setting professional scope of practice boundaries, establishing rapport and consent.
- Participant vs. Trainer roles and scope (AC 1.2): Scope of practice of Level 3 S&C trainers vs. medical professionals/physiotherapists, client commitments, ethical boundaries.
- Professional communication (AC 1.3): Active listening, open-ended questioning, non-verbal cues, building empathy and psychological safety in high-performance environments.
- Tailoring consultations (AC 1.4): Adapting language and approach for youth athletes, elite performers, masters athletes, and recreational fitness participants.
- Data protection and confidentiality (AC 1.5): GDPR compliance, secure storage of biometric/health data, password protection, informed consent protocols.
- Clear information & engagement (AC 1.6): Transparent explanations of screening tools, setting realistic expectations, encouraging client autonomy and adherence.

Delivery and Assessment Guidance

- Delivery: Classroom lectures combined with practical role-play simulations. Tutors should demonstrate initial consultation sessions using mock client profiles (e.g. youth athlete vs. adult powerlifter).
- Assessment: Portfolio assignment including a written explanation of the consultation process and a recorded mock consultation session with peer/tutor feedback.

Suggested Types of Evidence

- Client consultation records & consultation templates.
- Recorded video/audio role-play with Assessor Observation Checklist.
- Written assignment on GDPR and ethical data management.

Learning Outcome 2: Understand health screening and risk stratification (AC 2.1 – 2.10)

Syllabus Content (Range)

- Evidence-based screening (AC 2.1, 2.2): PAR-Q+, health history questionnaires, obtaining voluntary informed consent prior to physical testing.
- Screening outcomes & pathways (AC 2.3, 2.4): Identifying clearance for high-intensity training, monitoring growth/maturation spurts in youth athletes (e.g. Peak Height Velocity).

- Risk stratification & referral (AC 2.5, 2.6, 2.7, 2.8, 2.9, 2.10): Stratifying low/moderate/high risk clients; absolute contraindications to exercise (e.g. unstable angina, acute infection); signposting to GPs, sports physiotherapists, or clinical dietitians.

Delivery and Assessment Guidance

- Delivery: Case study analysis where learners evaluate complex medical histories and risk-stratify participants into safe training pathways.
- Assessment: Written case study responses evaluating 3 contrasting client health profiles and generating appropriate referral letters where necessary.

Suggested Types of Evidence

- Completed health screening & risk stratification case studies.
- Formal professional referral letter templates.

Learning Outcome 3: Understand participant assessment processes (AC 3.1 – 3.8)

Syllabus Content (Range)

- Lifestyle questionnaires & test selection (AC 3.1, 3.2): Assessing sleep, stress, occupation, alignment with training goals and facilities.
- Testing protocols (AC 3.3, 3.4, 3.5, 3.6, 3.7, 3.8): Resting blood pressure/heart rate; aerobic capacity testing (VO2 max submaximal step/cycle tests, Yo-Yo test); muscular strength/endurance testing (1RM/3RM protocols, push-up/plank tests); youth physical development testing; body composition (skinfold callipers, bioelectrical impedance).

Delivery and Assessment Guidance

- Delivery: Practical laboratory and gym sessions where learners practice conducting resting and dynamic physiological assessments on peers following standardised safety protocols.
- Assessment: Practical observation where the assessor observes the learner conducting a full health and fitness testing battery.

Suggested Types of Evidence

- Assessor Practical Observation Checklist (compulsory).
- Testing logbook with client raw data, normative comparisons, and written summary.

Learning Outcomes 4 & 5: Deliver inductions & Conduct consultations in practice (AC 4.1 – 4.4, AC 5.1 – 5.11)

Syllabus Content (Range)

- Induction delivery & adaptation (AC 4.1 – 4.4): Facility safety rules, emergency exits, free-weight handling rules, adjusting individual vs small-group inductions.
- Practical execution (AC 5.1 – 5.11): Conducting real consultations, conducting health assessments, delivering safety inductions, providing clear verbal feedback, signposting.

Delivery and Assessment Guidance

- Delivery: Practical coaching workshops where learners lead peer inductions and conduct consultations in realistic gym settings.
- Assessment: Assessor observation of a live consultation and induction session with an individual athlete or small group.

Suggested Types of Evidence

- Assessor Observation Sheet (compulsory).
- Client record card and induction checklist.

2 Understanding How to Prepare and Plan for Strength and Conditioning Sessions

Learning Outcomes	Assessment Criteria
1. Understand the professional responsibilities of the strength and conditioning practitioner in programme planning.	1.1 Outline the role of professional standards and organisations in informing strength and conditioning practice. 1.2 Outline the scope of practice of the strength and conditioning practitioner in relation to programme planning. 1.3 Describe the professional values and behaviours required when planning strength and conditioning provision. 1.4 Discuss how evidence-informed practice supports safe and effective programme design. 1.5 Examine ethical considerations relevant to planning strength and conditioning programmes for different participant groups, including youth athletes.
2. Understand how to design strength and conditioning programmes to meet performance outcomes.	2.1 Outline the physical qualities underpinning strength and conditioning programme design. 2.2 Apply recognised training principles when designing strength and conditioning programmes. 2.3 Explain how training variables influence programme outcomes. 2.4 Compare programme design approaches for general preparation and performance-specific outcomes. 2.5 Explain the physiological rationale for structured warm-up protocols. 2.6 Discuss the physiological rationale for structured cool-down protocols. 2.7 Select exercises in relation to targeted physical qualities. 2.8 Select equipment in relation to movement outcomes. 2.9 Explain how tempo and velocity influence movement mechanics and programme outcomes. 2.10 Apply progressions and regressions within programme design.
3. Be able to prepare and plan individual strength and conditioning sessions.	3.1 Design a session aligned with the athlete's development stage. 3.2 Plan a session aligned with the current phase of the training cycle. 3.3 Select training methods supporting the athlete's physical objectives. 3.4 Select training methods supporting the athlete's technical objectives. 3.5 Explain exercise selection based on individual capability and profiling data. 3.6 Select equipment aligned to session objectives.

	3.7 Modify session structure in response to athlete readiness data. 3.8 Modify session structure in response to contextual and environmental constraints. 3.9 Outline how the planned session remains within professional scope of practice.
4. Be able to prepare and plan group-based strength and conditioning sessions.	4.1 Design a session aligned with the group's training phase. 4.2 Design a session aligned with sport-specific demands. 4.3 Adapt session structure to accommodate variations in group ability and experience. 4.4 Select coaching methods appropriate to group training environments. 4.5 Organise equipment use to optimise safety and delivery efficiency. 4.6 Structure space used to optimise session flow and safety. 4.7 Discuss strategies used to promote group engagement. 4.8 Outline how the planned group session remains within professional scope of practice.
5. Be able to review and adapt strength and conditioning programmes.	5.1 Apply methods to assess participant readiness for exercise. 5.2 Explain participant development in relation to programme objectives. 5.3 Review session outcomes in relation to planned structure and content. 5.4 Interpret participant feedback in relation to session and programme effectiveness. 5.5 Identify indicators that suggest the need for programme modification, postponement or referral. 5.6 Reflect on planning decisions in relation to participant needs and goals. 5.7 Develop programme adaptations to support ongoing participant development. 5.8 Examine the suitability of the planned training environment for the participant group.

UNIT 2: Understanding How to Prepare and Plan for Strength and Conditioning Sessions - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 30 | Credits: 4

Learning Outcome 1: Professional responsibilities in programme planning (AC 1.1 – 1.5)

Syllabus Content (Range)

- Standards & Scope (AC 1.1, 1.2): Alignment with CIMSPA Strength and Conditioning Trainer standards, UKSCA guidelines, scope of practice limits.
- Values & Evidence-informed design (AC 1.3, 1.4, 1.5): Professionalism, athlete-centred coaching, applying peer-reviewed exercise science literature to exercise selection, ethical youth athlete periodisation.

Delivery and Assessment Guidance

- Delivery: Seminars reviewing published S&C research papers and discussing ethical session design.
- Assessment: Written essay/report justifying session plans using peer-reviewed research.

Suggested Types of Evidence

- Evidence-based rationale report.

Learning Outcome 2: Design S&C programmes to meet performance outcomes (AC 2.1 – 2.10)

Syllabus Content (Range)

- Physical qualities & training principles (AC 2.1, 2.2): Maximal strength, hypertrophy, rate of force development (RFD), speed-strength; Progressive overload, specificity, reversibility, variation.
- Variables & Protocols (AC 2.3 – 2.10): Manipulating sets, reps, intensity (%1RM), rest, tempo (e.g. 3-0-1-0); RAMP warm-up (Raise, Activate, Mobilise, Potentiate) and structured recovery cool-downs; progressions and regressions.

Delivery and Assessment Guidance

- Delivery: Interactive programming workshops designing macro-, meso-, and microcycles for specific sports (e.g. rugby, sprinting, field hockey).
- Assessment: Submission of a comprehensive periodised 6-week training plan for a named athlete.

Suggested Types of Evidence

- Periodised 6-week training plan document.

Learning Outcomes 3, 4 & 5: Plan individual/group sessions & review programmes (AC 3.1 – 3.9, 4.1 – 4.8, 5.1 – 5.8)

Syllabus Content (Range)

- Individual & Group Planning: Matching session objectives to developmental age, sport demands, equipment organisation, floor space flow, group safety.
- Review & Adaptation: Monitoring readiness (RPE, wellness scores), modifying training loads, reflecting on session outcomes.

Delivery and Assessment Guidance

- Delivery: Practical peer coaching where learners plan, adjust on the fly, and evaluate session delivery based on participant feedback.
- Assessment: Portfolio containing session plans, Assessor observation notes, and post-session reflective logs.

Suggested Types of Evidence

- Individual and group session plans.
- Reflective logbook / self-evaluation report.

3 Understanding How to Deliver Strength and Conditioning Training Sessions

Learning Outcomes	Assessment Criteria
1. Understand how to structure and deliver safe strength and conditioning sessions.	1.1 Discuss the structure and purpose of a RAMP warm-up within strength and conditioning delivery. 1.2 Discuss the delivery of a RAMP warm-up in relation to session aims and participant readiness. 1.3 Explain the role of foundation movements in preparing mobility, stability, posture and coordination for training. 1.4 Examine methods used to deliver strength, power and conditioning activities safely and effectively. 1.5 Discuss the use of cool-down strategies in relation to session structure and immediate recovery needs.
2. Understand technical coaching requirements for key movement patterns in strength and conditioning.	2.1 Explain technical requirements for squat patterns. 2.2 Explain technical requirements for multi-planar lunge variations. 2.3 Discuss technical requirements for hinge-based movements. 2.4 Explain technical requirements for bilateral and unilateral jumping tasks. 2.5 Discuss technical requirements for quadrupedal movements. 2.6 Explain technical requirements for push-based movements. 2.7 Discuss technical requirements for pull-based movements. 2.8 Explain technical requirements for rotational movements. 2.9 Explain technical requirements for running-based drills.
3. Understand how to apply safe equipment use during strength and conditioning delivery.	3.1 Discuss the benefits and safety considerations of bodyweight training within session delivery. 3.2 Explain safe lifting and spotting techniques for barbell-based exercises. 3.3 Discuss safe lifting and spotting techniques for dumbbell-based exercises. 3.4 Discuss the safe and effective use of medicine balls, kettlebells, sandbags and functional bags during sessions. 3.5 Examine safety considerations relevant to resistance bands, suspension equipment, stability balls, battle ropes and cable machines. 3.6 Explain the importance of appropriate equipment setup, space use and participant positioning during session delivery.

4. Be able to deliver strength and conditioning sessions safely and effectively.	4.1 Deliver a warm-up appropriate to session aims and participant needs. 4.2 Deliver acceleration-based running activities safely and effectively. 4.3 Deliver deceleration-based running activities safely and effectively. 4.4 Deliver change-of-direction drills safely and effectively within session demands. 4.5 Apply health and safety procedures throughout session delivery. 4.6 Monitor exercise intensity and safety throughout the session.
5. Be able to coach strength and conditioning sessions effectively.	5.1 Demonstrate professional engagement during session delivery. 5.2 Deliver technically correct explanations and demonstrations appropriate to the participant. 5.3 Implement corrective strategies to improve safety and technique. 5.4 Adapt exercises in response to participant performance and needs. 5.5 Determine when alternative activities are required to maintain safe and effective participation. 5.6 Position and reposition effectively to observe participants and respond to performance needs. 5.7 Provide clear, timely and motivational coaching cues and feedback. 5.8 Use varied coaching styles and communication methods to match participant learning preferences.
6. Be able to demonstrate strength and conditioning exercises safely and effectively.	6.1 Demonstrate a safe and effective RAMP warm-up. 6.2 Coach bodyweight exercises with correct technique and appropriate progressions. 6.3 Coach strength-based exercises using medicine balls, barbells and dumbbells safely and effectively. 6.4 Coach kettlebell, sandbag and functional bag exercises with attention to form, control and safety. 6.5 Coach trunk-focused and core-focused exercises using appropriate methods and tools. 6.6 Coach resistance-band, suspension and stability-ball exercises safely and effectively. 6.7 Coach battle rope and advanced cable machine exercises safely and effectively. 6.8 Demonstrate a safe and effective cool-down.
7. Understand how to evaluate session delivery and make appropriate adjustments.	7.1 Review delivery of running-based strength and conditioning activities in relation to session aims. 7.2 Review delivery of equipment-based strength and conditioning activities in relation to participant needs. 7.3 Examine participant technique, effort and response in relation to session objectives.

	7.4 Identify indicators requiring modification of exercises or session content. 7.5 Explain the effectiveness of delivery decisions in supporting safe and appropriate session outcomes.

UNIT 3: Understanding How to Deliver Strength and Conditioning Training Sessions - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 45 | Credits: 5

Learning Outcomes 1 – 7: Structuring, coaching, demonstrating, and evaluating S&C sessions

Syllabus Content (Range)

- RAMP Warm-up & Movement Patterns (LO1, LO2): RAMP structure; technical execution of Squat, Lunge, Hinge (Deadlift/RDL), Push, Pull, Rotation, Quadrupedal, and Running mechanics.
- Equipment Safety & Spotting (LO3): Barbells, dumbbells, kettlebells, medicine balls, sandbags, resistance bands, suspension trainers; safe spotting positioning.
- Practical Delivery & Coaching Skills (LO4, LO5, LO6, LO7): Verbal/visual/kinesthetic coaching cues, corrective feedback, positioning for safety, delivering acceleration/deceleration/change of direction drills, post-session evaluation.

Delivery and Assessment Guidance

- Delivery: Gym-based practical masterclasses emphasising exercise demonstration, spotting technique, and real-time coaching corrections.
- Assessment: Direct practical observation by the assessor of the learner leading a 45-minute strength and conditioning session.

Suggested Types of Evidence

- Assessor Practical Observation Checklist (compulsory).
- Video evidence of exercise demonstrations and coaching delivery.
- Learner session delivery reflection sheet.

4 Understand Movement Quality, Mobility and Neuromuscular Preparation for Performance

Learning Outcomes	Assessment Criteria
1. Understand the purpose of movement quality, mobility and neuromuscular preparation in strength and conditioning.	1.1 Explain the role of movement quality in strength and conditioning practice. 1.2 Explain the purpose of dynamic mobility within movement preparation and athletic performance. 1.3 Examine the role of neuromuscular preparation in supporting movement control and postural integrity. 1.4 Examine the contribution of movement preparation methods to safe and effective strength and conditioning practice. 1.5 Compare movement quality, mobility and stabilisation approaches in relation to their use within strength and conditioning programmes.
2. Understand anatomical and biomechanical factors influencing movement quality and mobility.	2.1 Explain the influence of joint mobility on movement efficiency and exercise technique. 2.2 Examine the contribution of posture, alignment and coordination to movement quality. 2.3 Explain the biomechanical demands of movement preparation activities, including quadrupedal patterns and mobility drills. 2.4 Examine the impact of restricted mobility or poor movement control on exercise performance and technical execution. 2.5 Examine how mobility, stability and movement control support effective force transfer through the kinetic chain.
3. Understand the role of neuromuscular control and stabilisation in movement integrity.	3.1 Explain the concept of neuromuscular control in relation to athletic movement. 3.2 Examine the contribution of core function, joint control and postural stability to movement integrity. 3.3 Explain the role of breathing control and trunk stability in supporting efficient movement. 3.4 Analyse how poor stabilisation may contribute to movement compensation and reduced performance efficiency. 3.5 Examine the role of stabilisation-focused preparation in supporting safe movement execution.
4. Understand how movement preparation supports performance and reduces injury risk.	4.1 Examine the relationship between movement quality and performance outcomes in strength and conditioning. 4.2 Examine the contribution of mobility and stabilisation work to reducing movement compensation patterns. 4.3 Examine how poor mobility, postural control or coordination may increase technical inefficiency and injury risk. 4.4 Analyse the role of movement preparation in supporting sprinting, jumping, lifting and multidirectional performance.

	4.5 Examine the contribution of structured movement preparation to long-term physical resilience.
5. Understand how to assess movement quality, mobility and preparation needs.	5.1 Examine approaches used to assess movement quality and mobility within strength and conditioning practice. 5.2 Explain how observation and screening can be used to identify mobility restrictions, movement limitations and control deficits. 5.3 Interpret how assessment findings may inform movement preparation priorities. 5.4 Evaluate the strengths and limitations of visual movement assessment within applied settings. 5.5 Explain the importance of recording and interpreting movement findings accurately to support programme decisions.
6. Understand how to plan movement quality, mobility and neuromuscular preparation activities.	6.1 Use the principles underpinning the planning of movement quality and mobility activities within strength and conditioning sessions. 6.2 Explain how movement preparation activities may be sequenced within a warm-up or preparatory phase. 6.3 Select movement preparation drills in relation to training aims. 6.4 Explain movement preparation according to participant ability, movement needs and training context. 6.5 Evaluate the importance of progression and regression when planning mobility and stabilisation activities.
7. Understand how to deliver movement quality, mobility and neuromuscular preparation activities effectively.	7.1 Explain how movement preparation activities should be delivered in line with participant needs and session aims. 7.2 Examine the technical requirements of quadrupedal, dynamic mobility and stabilisation-based activities. 7.3 Discuss coaching cues used to support posture, alignment and control during movement preparation tasks. 7.4 Identify modifications to movement preparation activities in response to participant ability, movement quality and technical performance. 7.5 Explain participant responses to movement preparation activities in relation to safe and effective practice.
8. Understand how to review and progress movement preparation strategies.	8.1 Explain indicators of improvement in movement quality, mobility and neuromuscular preparation. 8.2 Interpret how participant response and performance outcomes inform progression decisions. 8.3 Evaluate factors influencing when activities should be maintained, progressed or regressed. 8.4 Evaluate the effectiveness of movement preparation strategies in supporting subsequent training performance. 8.5 Evaluate the effectiveness of movement preparation in relation to participant needs and session objectives.

UNIT 4: Understand Movement Quality, Mobility and Neuromuscular Preparation for Performance - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 39 | Credits: 4

Learning Outcomes 1 – 8: Movement quality, kinetic chain mechanics, preparation & screening

Syllabus Content (Range)

- Movement Quality & Kinetic Chain (LO1, LO2): Joint mobility vs. stability (Joint-by-Joint approach), postural alignment, force transfer through kinetic chain, restricted mobility consequences.
- Neuromuscular Control & Stabilisation (LO3, LO4): Core stiffness, intra-abdominal pressure, breathing mechanics, reducing movement compensation patterns.
- Assessment, Planning & Delivery (LO5, LO6, LO7, LO8): Visual movement screening, sequencing mobility/activation in RAMP warm-ups, coaching quadrupedal and dynamic mobility drills, progression/regression indicators.

Delivery and Assessment Guidance

- Delivery: Practical movement analysis workshops focusing on identifying compensation patterns (e.g. knee valgus, lumbar extension) and applying corrective drills.
- Assessment: Practical observation of movement screening and delivery of a targeted movement preparation protocol.

Suggested Types of Evidence

- Movement screening logbook and corrective exercise plan.
- Assessor observation record for dynamic preparation delivery.

5 Understand Power Development and Explosive Training Methods

Learning Outcomes	Assessment Criteria
1. Understand the role of power in strength and conditioning performance.	1.1 Explain the concept of power within strength and conditioning and athletic performance contexts. 1.2 Discuss the importance of power for sprinting, jumping, lifting and change-of-direction performance. 1.3 Examine the relationship between power, strength and velocity in performance development. 1.4 Discuss the contribution of power development to sport-specific and competitive performance outcomes. 1.5 Identify methods used to assess power output within strength and conditioning practice.
2. Understand the scientific foundations underpinning explosive training methods.	2.1 Explain the stretch-shortening cycle in relation to explosive movement performance. 2.2 Explain rate of force development in relation to strength and conditioning outcomes. 2.3 Examine the force–velocity relationship in explosive training. 2.4 Explain the role of elastic energy storage and release in explosive movement tasks. 2.5 Discuss neuromuscular adaptations associated with explosive training methods.
3. Understand biomechanical and physiological factors influencing power development.	3.1 Explain triple extension mechanics in power-based movement. 3.2 Explain landing and force absorption mechanics in explosive training tasks. 3.3 Explain the contribution of tendon stiffness and musculo-articular stiffness to reactive performance. 3.4 Discuss the effect of technical faults on force production, movement efficiency and injury risk. 3.5 Examine the relationship between maximal strength, eccentric strength and power expression.
4. Understand methods used to develop power and explosiveness.	4.1 Explain the application of plyometric training within power development. 4.2 Discuss the contribution of ballistic training methods to explosive performance. 4.3 Explain the role of Olympic lifting and Olympic lifting derivatives in power development. 4.4 Compare contrast and complex training methods in strength and conditioning. 4.5 Explain the principles of post-activation performance enhancement in relation to explosive training.

5. Understand assessment and athlete readiness considerations for explosive training.	5.1 Explain the purpose of pre-participation screening prior to explosive training prescription. 5.2 Examine strength, movement competency and technical prerequisites for safe explosive training participation. 5.3 Discuss the use of jump testing, reactive strength assessment and power profiling in athlete monitoring. 5.4 Examine how asymmetry, readiness and training status influence explosive training decisions. 5.5 Discuss methods to determine athlete readiness for inclusion in power-based and plyometric training.
6. Understand how to plan explosive training methods within strength and conditioning programmes.	6.1 Explain the application of overload and specificity principles within explosive training design. 6.2 Examine how volume, intensity, rest intervals and exercise sequencing influence explosive training outcomes. 6.3 Compare periodisation approaches in relation to the integration of power-based training methods. 6.4 Discuss in-season and off-season planning considerations for explosive training. 6.5 Explain how explosive training methods may be integrated with broader strength and conditioning goals.
7. Understand how to coach explosive training methods safely and effectively.	7.1 Examine technical coaching requirements for plyometric, ballistic and Olympic lifting-based movements. 7.2 Discuss the use of verbal, visual and practical coaching methods to improve explosive movement performance. 7.3 Explain the correction of technical faults during explosive training activities. 7.4 Explain the importance of supervision, equipment setup and facility layout in supporting safe delivery. 7.5 Modify explosive training methods according to participant age, experience and performance needs.
8. Understand how to review and progress explosive training methods.	8.1 Examine how monitoring data may be used to review explosive training effectiveness. 8.2 Discuss the role of training load, fatigue and recovery in the progression of explosive training methods. 8.3 List when explosive training methods should be maintained, progressed or regressed. 8.4 Discuss the effectiveness of explosive training strategies in relation to targeted performance outcomes. 8.5 Discuss the role of explosive training methods within wider strength and conditioning practice.

UNIT 5: Understand Power Development and Explosive Training Methods - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 52 | Credits: 7

Learning Outcomes 1 – 8: Power science, plyometrics, ballistic & Olympic lifting methods

Syllabus Content (Range)

- Power Science & Biomechanics (LO1, LO2, LO3): Force-Velocity curve, Rate of Force Development (RFD), Stretch-Shortening Cycle (SSC), tendon stiffness, triple extension (hip, knee, ankle), force absorption mechanics.
- Training Methods (LO4): Plyometric progressions (extensive to intensive), ballistic jumps/throws, Olympic weightlifting derivatives (clean pull, snatch pull, push press, power clean), contrast/complex training, Post-Activation Performance Enhancement (PAPE).
- Screening, Programming & Coaching (LO5, LO6, LO7, LO8): Strength prerequisites for plyometrics (e.g. 1.5x bodyweight squat benchmark), jump profiling (countermovement jump, reactive strength index), volume management (foot contacts), safety layout, fault correction.

Delivery and Assessment Guidance

- Delivery: Practical lifting platforms and plyometric track sessions teaching the coaching progressions for Olympic pulls and jump landings.
- Assessment: Portfolio containing a written power development analysis and practical observation of coaching plyometric and Olympic lifting derivative exercises.

Suggested Types of Evidence

- Assessor Practical Observation Checklist (Olympic derivatives and plyometrics).
- Power profiling report & 6-week explosive training block plan.

6 Understand Speed, Agility and Directional Movement Development

Learning Outcomes	Assessment Criteria
1. Understand the role of speed, agility and directional movement in strength and conditioning performance.	1.1 Explain the role of acceleration, deceleration, change of direction and reactive agility in athletic performance. 1.2 Discuss the contribution of speed and directional movement qualities to sport-specific performance outcomes. 1.3 Compare planned movement tasks with reactive agility demands in competitive sport contexts. 1.4 Examine the relationship between speed, coordination and decision making in multidirectional performance. 1.5 Discuss the relevance of speed and agility development within strength and conditioning programmes.
2. Understand biomechanical factors influencing acceleration, deceleration and directional movement.	2.1 Explain biomechanical factors influencing acceleration performance, including force production, posture and stride mechanics. 2.2 Explain biomechanical factors influencing deceleration performance, including braking forces, posture and foot placement. 2.3 Examine the phases of change of direction, including deceleration, transition and re-acceleration. 2.4 Discuss the influence of trunk position, limb alignment and centre of mass control on directional movement outcomes. 2.5 Compare the biomechanical demands of linear speed, braking and multidirectional movement tasks.
3. Understand muscular and neuromuscular demands of speed and agility development.	3.1 Explain the muscular demands associated with acceleration, deceleration and change-of-direction performance. 3.2 Discuss the contribution of eccentric strength and braking control to safe and effective deceleration. 3.3 Examine the role of neuromuscular coordination in speed and directional movement efficiency. 3.4 Discuss the contribution of force production, limb stiffness and rate of force development to speed and agility performance. 3.5 Examine the relationship between perceptual-cognitive demand and reactive agility performance.
4. Understand methods used to assess speed, agility and directional movement.	4.1 Explain recognised field-based methods used to assess acceleration, deceleration and change-of-direction performance. 4.2 Discuss the use of timing systems, motion tracking and performance data in speed and agility assessment. 4.3 Examine the use of qualitative and quantitative methods to assess reactive agility performance.

	4.4 Discuss how asymmetry, technical quality and movement efficiency influence assessment interpretation. 4.5 Explain how speed and directional movement assessment findings inform training decisions.
5. Understand how to plan speed, agility and directional movement development.	5.1 Explain principles underpinning the planning of speed, agility and directional movement development within strength and conditioning programmes. 5.2 Select drills to develop acceleration, deceleration, change of direction and reactive agility. 5.3 Examine how drill complexity, intensity and volume influence speed and agility training outcomes. 5.4 Discuss how speed and directional movement work may be integrated with broader strength and conditioning goals. 5.5 Modify speed and agility activities according to participant training status, sport demands and movement needs.
6. Understand how to coach speed, agility and directional movement safely and effectively.	6.1 Examine technical coaching requirements for acceleration, deceleration and change-of-direction activities. 6.2 Discuss the use of coaching cues, demonstrations and feedback in improving speed and directional movement performance. 6.3 Identify how to correct common technical faults in speed and agility activities. 6.4 Modify drills through progression and regression to support safe and effective delivery. 6.5 Explain safety considerations relevant to high-speed, braking and multidirectional movement tasks.
7. Understand how speed, agility and directional movement training supports performance and injury reduction.	7.1 Explain the contribution of acceleration, deceleration and change-of-direction development to sport performance. 7.2 Discuss the role of braking control and movement quality in reducing injury risk during multidirectional sport actions. 7.3 Examine how reactive agility training supports perceptual response and movement adaptability in sport. 7.4 Discuss the relationship between speed and agility development and safe technical execution under pressure. 7.5 Examine the role of structured speed and directional movement training in long-term athletic development.
8. Understand how to review and progress speed, agility and directional movement training.	8.1 Identify indicators of improvement in acceleration, deceleration, change-of-direction and reactive agility performance. 8.2 Interpret how performance data and participant response inform progression decisions. 8.3 Explain when speed and agility activities should be maintained, progressed or regressed. 8.4 Discuss the influence of fatigue, recovery and training load on speed and directional movement development. 8.5 Discuss the effectiveness of speed and agility training strategies in relation to performance objectives.

UNIT 6: Understand Speed, Agility and Directional Movement Development - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 50 | Credits: 7

Learning Outcomes 1 – 8: Acceleration, deceleration, change of direction & reactive agility

Syllabus Content (Range)

- Speed & Agility Science (LO1, LO2, LO3): Linear acceleration mechanics (piston action, ground contact angle), top speed mechanics, deceleration braking mechanics, planned change of direction (COD) vs. perceptual-cognitive reactive agility.
- Field Assessment & Programming (LO4, LO5): Timing gate testing (10m/30m sprints, 5-10-5 agility test, Pro Agility), volume/rest management for neural recovery, drill progression from closed to open reactive drills.
- Coaching & Injury Prevention (LO6, LO7, LO8): Coaching cues for posture/foot strike, deceleration mechanics for ACL injury reduction, reviewing speed progress data.

Delivery and Assessment Guidance

- Delivery: Outdoor/indoor field sessions where learners set up timing equipment and coach speed/agility mechanics to athletes.
- Assessment: Practical observation of speed and agility session delivery, supported by a field testing assessment report.

Suggested Types of Evidence

- Assessor Practical Observation Checklist for speed/agility coaching.
- Field-based speed and agility assessment report with timing gate data.

7 Understand Skill Acquisition and Applied Coaching Methods in Strength and Conditioning

Learning Outcomes	Assessment Criteria
1. Understand the concept of skill acquisition in strength and conditioning.	1.1 Explain the concept of skill acquisition within strength and conditioning and athletic performance contexts. 1.2 Discuss the importance of skill acquisition in supporting technical development within strength and conditioning practice. 1.3 Examine the relationship between skill acquisition and physical preparation. 1.4 Discuss the contribution of skill acquisition to long-term athlete development. 1.5 Examine the relationship between skill acquisition and performance transfer in competitive environments.
2. Understand stages of skill learning in strength and conditioning.	2.1 Explain stages of skill learning relevant to movement development in strength and conditioning. 2.2 Describe characteristics associated with each stage of skill learning. 2.3 Examine strategies used to support progression through stages of learning in coaching practice. 2.4 Discuss how physical and technical elements may be integrated across stages of skill development. 2.5 Explain the role of feedback at different stages of learning.
3. Understand practice structures used to develop movement skill.	3.1 Explain principles underpinning blocked and random practice methods. 3.2 Discuss the contribution of blocked practice to early-stage movement learning. 3.3 Discuss the contribution of random practice to adaptability and skill retention. 3.4 Explain principles underpinning whole and part practice methods. 3.5 Compare the suitability of whole and part practice in relation to movement complexity and participant needs.
4. Understand the role of variability and repetition in skill acquisition.	4.1 Explain the concept of variability of practice in strength and conditioning. 4.2 Discuss the contribution of variable practice to adaptability and movement problem solving. 4.3 Explain the principle of repetition without repetition in movement learning. 4.4 Compare fixed repetition and variable repetition approaches in relation to skill development. 4.5 Apply variability and repetition principles to movement drills within strength and conditioning.

5. Understand applied coaching approaches used in skill acquisition.	5.1 Explain principles underpinning constraints-led coaching approaches. 5.2 Examine the influence of task, environmental and individual constraints on movement outcomes. 5.3 Explain the concept of representative learning design within strength and conditioning practice. 5.4 Discuss the importance of practice tasks reflecting performance demands and training context. 5.5 Explain the application of differential learning methods in movement skill development.
6. Understand feedback and communication methods used to support learning.	6.1 Explain intrinsic and extrinsic feedback in movement learning contexts. 6.2 Discuss the effect of feedback timing on learning, retention and performance. 6.3 Examine the benefits and limitations of immediate and delayed feedback in strength and conditioning sessions. 6.4 Modify feedback methods according to participant experience, task demands and session intensity. 6.5 Examine the relationship between feedback provision and participant autonomy in skill development.
7. Understand how to integrate skill acquisition methods into strength and conditioning programmes.	7.1 Explain how skill acquisition methods may be integrated with physical training components in strength and conditioning. 7.2 Modify skill acquisition methods for individual and group delivery contexts. 7.3 Examine fatigue management considerations when integrating skill-focused and physically demanding activities. 7.4 Discuss how skill acquisition methods may be aligned with participant goals and performance outcomes. 7.5 Outline how skill work may be progressed across training phases within a wider programme.
8. Understand how to review and progress skill acquisition methods in strength and conditioning.	8.1 Identify methods used to monitor skill development over time. 8.2 Interpret indicators of progress in movement learning and technical performance. 8.3 Dicuss when skill acquisition methods should be maintained, progressed or adapted. 8.4 Discuss the effectiveness of skill acquisition strategies in relation to performance development goals. 8.5 Reflect on the role of skill acquisition methods within wider strength and conditioning practice.

UNIT 7: Understand Skill Acquisition and Applied Coaching Methods in Strength and Conditioning - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 30 | Credits: 4

Learning Outcomes 1 – 8: Skill acquisition theory, practice structures & constraints-led coaching

Syllabus Content (Range)

- Learning Theory & Stages (LO1, LO2): Cognitive, associative, autonomous stages of motor learning; performance transfer to sport.
- Practice Structures & Variability (LO3, LO4): Blocked vs. random practice, whole vs. part-task training, "repetition without repetition", movement variability.
- Applied Coaching Methods (LO5, LO6, LO7, LO8): Constraints-Led Approach (task, environmental, organismic constraints), representative learning design, internal vs. external attentional focus cues, bandwidth feedback, managing neural fatigue.

Delivery and Assessment Guidance

- Delivery: Practical coaching sessions comparing traditional prescription against constraints-led coaching setups.
- Assessment: Written case study and practical observation demonstrating the application of constraints-led coaching in S&C.

Suggested Types of Evidence

- Coaching methodology assignment / case study.
- Assessor observation checklist highlighting feedback timing and coaching cues.

8 Understand Recovery, Soft Tissue Dysfunction and Restoration Strategies in Strength and Conditioning

Learning Outcomes	Assessment Criteria
1. Understand soft tissue injury and dysfunction within strength and conditioning practice.	1.1 Explain soft tissue injury within strength and conditioning contexts. 1.2 Explain soft tissue dysfunction in relation to movement performance and training capacity. 1.3 Discuss characteristics of non-pathological dysfunction affecting training performance. 1.4 Compare injury presentation with performance-related dysfunction within strength and conditioning settings. 1.5 Examine the effect of soft tissue dysfunction on exercise selection and movement quality.
2. Understand causes and types of soft tissue injury and dysfunction affecting performance.	2.1 Explain characteristics of soft tissue injuries relevant to strength and conditioning practice, including strains, sprains, overuse conditions, contusions and haematomas. 2.2 Discuss the functional implications of different soft tissue injuries for exercise participation and programme modification. 2.3 Examine intrinsic and extrinsic contributors to injury risk within athletic populations. 2.4 Discuss the influence of load progression, environment, equipment and training surface on injury development. 2.5 Examine lifestyle, postural, occupational and previous-injury factors contributing to soft tissue dysfunction affecting performance.
3. Understand signs, symptoms and severity of soft tissue dysfunction within scope of practice.	3.1 Identify observable signs of soft tissue injury and dysfunction during training. 3.2 Interpret symptom presentation in relation to exercise tolerance and technical performance. 3.3 Examine the presentation of imbalance, postural deviation and movement compensation affecting training quality. 3.4 Discuss the grading of injury severity and its implications for exercise regression, load adjustment and referral decisions within scope of practice. 3.5 Compare delayed onset muscle soreness with acute soft tissue injury in training contexts.
4. Understand tissue repair and recovery processes in relation to load management.	4.1 Explain the inflammatory phase of soft tissue repair in relation to training decisions. 4.2 Explain the proliferation phase of tissue repair and its implications for progressive loading. 4.3 Explain the remodelling phase of tissue repair within return-to-training progression. 4.4 Discuss the role of inflammation in tissue repair, adaptation and recovery.

	4.5 Examine staged priorities when reintroducing load following injury or dysfunction. 4.6 Discuss return-to-performance considerations in strength and conditioning.
5. Understand factors influencing tissue recovery and restoration in athletes.	5.1 Examine lifestyle influences on tissue recovery capacity. 5.2 Discuss the role of rest and activity balance within training cycles. 5.3 Examine the influence of stretching, strengthening and movement practice on tissue resilience. 5.4 Discuss the impact of age, medication and nutrition on recovery timelines. 5.5 Explain the influence of hydration on tissue function and recovery processes. 5.6 Discuss the effect of long-term recovery practices on performance longevity.
6. Understand restoration strategies used to support recovery in strength and conditioning.	6.1 Explain the principles and purpose of restoration strategies used within strength and conditioning practice. 6.2 Explain physiological principles relevant to self-myofascial release and mechanical tissue pressure. 6.3 Discuss the contribution of restoration strategies to mobility, recovery and movement readiness. 6.4 Compare self-myofascial release with alternative recovery and soft tissue methods. 6.5 Examine the role of recovery strategies within warm-up, cool-down and wider training structures.
7. Understand how self-myofascial release can be used safely and effectively within recovery practice.	7.1 Identify common tools used in self-myofascial release within strength and conditioning settings. 7.2 Explain anatomical and physiological considerations relevant to self-myofascial release application. 7.3 Examine the effect of self-myofascial release on range of motion, tissue tone and movement quality. 7.4 Discuss research evidence relating to self-myofascial release in performance and recovery contexts. 7.5 Explain safety considerations when applying self-myofascial release techniques. 7.6 Examine the suitability of self-myofascial release for different participant needs and training contexts.
8. Understand how to apply, review and progress restoration strategies within strength and conditioning.	8.1 Select restoration strategies according to participant presentation, goals and training demands. 8.2 Discuss how soft tissue signs, symptoms and recovery status inform modification of recovery strategies. 8.3 Monitor participant response during restoration strategy application. 8.4 Determine when to maintain, progress, regress or discontinue a restoration strategy. 8.5 Reflect on the effectiveness of restoration strategies in supporting recovery, mobility and ongoing performance.

9. Understand referral, deferral and scope of practice responsibilities in recovery support.	9.1 Identify red flag indicators requiring medical referral. 9.2 Discuss conditions necessitating external professional input. 9.3 Identify situations requiring temporary training cessation or deferral. 9.4 Explain the importance of operating within professional scope of practice when addressing soft tissue dysfunction and recovery. 9.5 Outline appropriate referral and signposting routes when participant needs fall outside strength and conditioning competence.
10. Understand the role of nutrition and hydration in tissue recovery and performance.	10.1 Explain the contribution of macronutrients to tissue repair and adaptation. 10.2 Discuss the influence of micronutrients on recovery processes. 10.3 Explain the role of hydration in maintaining tissue resilience and supporting recovery. 10.4 Discuss the influence of dietary patterns on recovery capacity and long-term performance. 10.5 Examine the relationship between recovery nutrition and training readiness.

UNIT 8: Understand Recovery, Soft Tissue Dysfunction and Restoration Strategies - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 40 | Credits: 6

Learning Outcomes 1 – 10: Soft tissue pathology, tissue repair, recovery & self-myofascial release

Syllabus Content (Range)

- Soft Tissue Injury & Pathology (LO1, LO2, LO3): Strains, sprains, contusions, DOMS vs. acute injury, grading injury severity (Grade I-III), scope of practice boundaries.
- Tissue Repair & Restoration Science (LO4, LO5, LO6, LO7, LO8, LO9, LO10): Inflammatory, proliferative, and remodelling phases of healing; sleep, hydration, and micronutrient support for tissue repair; Self-Myofascial Release (SMR) tools (foam rollers, massage balls) and neurological tone modulation; red flag screening and medical referral protocols.

Delivery and Assessment Guidance

- Delivery: Classroom lectures on soft tissue physiology combined with practical workshops on applying SMR tools and active recovery protocols.
- Assessment: Written exam/assignment on tissue healing and practical demonstration of coaching SMR and mobility restoration strategies.

Suggested Types of Evidence

- Soft tissue & recovery strategies written assignment.
- Assessor observation checklist for SMR technique instruction.

9 Understand Movement Screening and Readiness Assessment in Strength and Conditioning

Learning Outcomes	Assessment Criteria
1. Understand the purpose of movement screening in strength and conditioning.	1.1 Explain the purpose of movement screening within strength and conditioning practice. 1.2 Evaluate the role of movement screening in identifying mobility restrictions, control deficits and movement limitations. 1.3 Analyse how movement screening supports exercise selection, programming decisions and readiness assessment. 1.4 Evaluate the limitations of movement screening within strength and conditioning settings. 1.5 Discuss the importance of operating within scope of practice when screening movement quality.
2. Understand upper-body and thoracic screening methods used in strength and conditioning.	2.1 Analyse the purpose of upper-body and thoracic movement screening tests, including the Overhead Reach Test, Shoulder External Internal Rotation Test, Wall Angel Test, Wall Extension Test, Seated Thoracic Rotation Test and Lumbar Lock Thoracic Rotation Test. 2.2 Explain correct administration procedures for upper-body and thoracic screening tests in line with recognised protocols. 2.3 Evaluate common indicators of restriction, compensation and imbalance identified through upper-body and thoracic screening. 2.4 Analyse the implications of upper-body and thoracic screening findings for exercise selection, loading strategies and rotational training decisions. 2.5 Evaluate the importance of safe and accurate test administration when screening upper-body and thoracic function.
3. Understand lower-body and hip screening methods used in strength and conditioning.	3.1 Analyse the purpose of lower-body and hip screening tests, including the Thomas Test, Active Straight Leg Raise Test and FABER Test. 3.2 Explain correct administration procedures for lower-body and hip screening tests in line with recognised protocols. 3.3 Evaluate common indicators of restriction, imbalance and control deficits identified through lower-body and hip screening. 3.4 Analyse the implications of lower-body and hip screening findings for mobility work, posterior chain training and lower-limb force production. 3.5 Evaluate the importance of interpreting lower-body and hip screening findings within strength and conditioning scope of practice.

4. Understand integrated movement screening methods used in strength and conditioning.	4.1 Analyse the purpose of integrated movement assessments, including squat mechanics, lunge mechanics and broader movement integration screening. 4.2 Explain key observation points used in integrated movement screening procedures. 4.3 Evaluate indicators of asymmetry, instability, restriction and poor control identified during integrated movement assessments. 4.4 Analyse how integrated movement screening findings influence programming, corrective strategies and progression decisions. 4.5 Evaluate the value of combining multiple screening findings to assess overall movement readiness.
5. Understand how to interpret movement screening findings in strength and conditioning.	5.1 Analyse how movement screening findings may inform exercise regression, progression and modification decisions. 5.2 Evaluate the relationship between screening findings and movement quality, exercise tolerance and technical performance. 5.3 Analyse how movement screening outcomes may guide mobility, stability and corrective exercise priorities. 5.4 Evaluate when movement screening findings indicate the need for caution, referral or further assessment. 5.5 Analyse the importance of communicating screening outcomes clearly and appropriately to participants.
6. Understand how to conduct movement screening safely and effectively.	6.1 Explain the procedures required to conduct movement screening safely and effectively within strength and conditioning settings. 6.2 Analyse the importance of positioning, observation and control during movement screening. 6.3 Evaluate the importance of accurate recording of screening findings. 6.4 Analyse how participant presentation, movement ability and testing context influence the conduct of screening. 6.5 Evaluate the importance of consistency and standardisation in screening practice.
7. Understand how to apply and interpret movement screening tests in strength and conditioning practice.	7.1 Conduct movement screening tests safely and accurately in line with recognised procedures. 7.2 Interpret movement screening findings to support strength and conditioning programming decisions. 7.3 Analyse screening outcomes in relation to readiness, restriction, movement quality and corrective priorities. 7.4 Provide structured participant feedback based on screening findings. 7.5 Evaluate the effectiveness of movement screening in informing readiness assessment and exercise planning.

UNIT 9: Understand Movement Screening and Readiness Assessment in Strength and Conditioning - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 36 | Credits: 6

Learning Outcomes 1 – 7: Upper body, lower body, integrated screening & readiness interpretation

Syllabus Content (Range)

- Screening Purpose & Upper Body Tests (LO1, LO2): Purpose of screening; Overhead Reach Test, Wall Angel Test, Seated Thoracic Rotation Test, Lumbar Lock Rotation Test.
- Lower Body & Integrated Tests (LO3, LO4): Thomas Test (hip flexors/rectus femoris), Active Straight Leg Raise (ASLR), FABER test, Overhead Squat mechanics, lunge screening.
- Interpretation, Delivery & Feedback (LO5, LO6, LO7): Identifying asymmetries and control deficits, recording screening results, providing constructive client feedback, programming corrective exercises.

Delivery and Assessment Guidance

- Delivery: Practical clinical screening workshops where learners administer full movement screening batteries to peers.
- Assessment: Practical observation of conducting an upper-body, lower-body, and integrated movement screen on a client.

Suggested Types of Evidence

- Assessor Practical Observation Checklist (compulsory).
- Completed Candidate Movement Screening Profile & Corrective Action Plan.

10 Understand Nutritional Planning for Health, Recovery and Performance

Learning Outcomes	Assessment Criteria
1. Understand the role of nutrition in strength and conditioning practice.	1.1 Explain the role of nutrition in supporting health, recovery and performance within strength and conditioning contexts. 1.2 Assess the contribution of nutritional planning to training adaptation and performance outcomes. 1.3 Analyse how nutritional needs vary according to training demands, goals and participant characteristics. 1.4 Explain the relationship between nutrition, recovery and readiness for training. 1.5 Assess the importance of working within scope of practice when providing nutrition-related guidance.
2. Understand macronutrient planning for health, recovery and performance.	2.1 Explain the role of carbohydrate in fuelling training, conditioning and recovery. 2.2 Explain the role of protein in tissue repair, adaptation and recovery processes. 2.3 Explain the role of dietary fat in health, energy provision and performance support. 2.4 Assess how macronutrient balance may influence body composition, recovery and performance outcomes. 2.5 Analyse how macronutrient planning may be adjusted according to training phase, volume and intensity.
3. Understand micronutrient and hydration considerations in nutritional planning.	3.1 Explain the contribution of micronutrients to health, tissue recovery and performance support. 3.2 Assess the effect of inadequate micronutrient intake on training capacity and recovery. 3.3 Explain the role of hydration in maintaining physiological function, tissue resilience and exercise performance. 3.4 Assess the consequences of poor hydration status for training quality and recovery. 3.5 Analyse hydration planning considerations in relation to training demands and environmental conditions.
4. Understand nutritional strategies for body composition and performance goals.	4.1 Explain the relationship between nutritional planning and body composition management. 4.2 Assess how nutritional strategies may support strength, hypertrophy, power, endurance and recovery goals. 4.3 Analyse the influence of energy intake and expenditure on body composition outcomes. 4.4 Explain how nutritional planning may be adapted for participants with different performance priorities. 4.5 Assess the importance of aligning nutritional strategies with realistic, safe and sustainable goals.

5. Understand nutritional timing and recovery nutrition in strength and conditioning.	5.1 Explain the role of meal timing in relation to training performance and recovery. 5.2 Assess the importance of pre-training nutrition for fuelling exercise and supporting training quality. 5.3 Explain the importance of post-training nutrition in recovery and adaptation processes. 5.4 Analyse how nutritional timing strategies may vary according to session type, training load and participant needs. 5.5 Explain the relationship between recovery nutrition and readiness for subsequent training.
6. Understand how to plan nutrition in relation to training demands and participant needs.	6.1 Explain principles underpinning nutritional planning for health, recovery and performance. 6.2 Analyse how nutritional planning may be aligned with training phase, competition demands and programme goals. 6.3 Analyse how nutritional plans may be adapted according to participant age, body composition goals and activity levels. 6.4 Assess the role of monitoring and participant feedback in reviewing nutritional planning decisions. 6.5 Explain how nutritional planning can support long-term adherence and performance development.
7. Understand professional responsibilities in nutritional planning and referral.	7.1 Explain the boundaries of nutritional guidance within strength and conditioning scope of practice. 7.2 Assess when referral or signposting to a suitably qualified nutrition professional is required. 7.3 Explain the importance of evidence-informed practice in nutrition-related decision making. 7.4 Assess ethical considerations relevant to nutritional guidance in performance settings. 7.5 Explain the importance of clear communication when discussing nutrition, recovery and performance with participants.
8. Understand how to review and adapt nutritional planning strategies.	8.1 Explain indicators used to review the effectiveness of nutritional planning in relation to health, recovery and performance. 8.2 Analyse how participant response, training demands and outcomes inform nutritional adjustment decisions. 8.3 Differentiate between situations where nutritional strategies should be maintained, adapted or referred onwards. 8.4 Assess the effectiveness of nutritional planning in supporting training readiness and performance goals. 8.5 Reflect on the role of nutritional planning within wider strength and conditioning practice.

UNIT 10: Understand Nutritional Planning for Health, Recovery and Performance - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 44 | Credits: 7

Learning Outcomes 1 – 8: Nutritional science, macronutrients, hydration, timing & referral scope

Syllabus Content (Range)

- Nutritional Science & Fueling (LO1, LO2, LO3): Role of nutrition in adaptation; Carbohydrates (glycogen replenishment), Proteins (muscle protein synthesis, 1.6-2.2g/kg benchmarks), Fats; Micronutrients and hydration strategies.
- Body Composition & Timing (LO4, LO5, LO6, LO7, LO8): Energy balance (surplus/deficit), pre- / intra- / post-workout fueling windows; nutritional planning across periodised phases; professional boundaries and dietitian referral protocols.

Delivery and Assessment Guidance

- Delivery: Interactive nutrition workshops calculating daily energy expenditure (TDEE, BMR) and macro distributions for contrasting athletic profiles.
- Assessment: Dietary screening case study and 7-day performance nutrition plan for a selected athlete.

Suggested Types of Evidence

- Completed client dietary screening questionnaire.
- 7-day evidence-based athlete nutrition and hydration plan.

11 Understand Resistance and Cardiovascular Training Principles for Health and Performance

Learning Outcomes	Assessment Criteria
1. Understand the principles of resistance and cardiovascular training in strength and conditioning.	1.1 Explain the role of resistance training within strength and conditioning practice. 1.2 Explain the role of cardiovascular training within strength and conditioning practice. 1.3 Assess the contribution of resistance and cardiovascular training to health and performance outcomes. 1.4 Explain how resistance and cardiovascular methods support adaptation in different training contexts. 1.5 Differentiate between the purposes of resistance and cardiovascular training in relation to participant goals and performance demands.
2. Understand physiological adaptations to resistance and cardiovascular training.	2.1 Explain physiological adaptations associated with resistance training for strength, hypertrophy, power and endurance. 2.2 Explain central and peripheral adaptations associated with cardiovascular training. 2.3 Explain how resistance and cardiovascular training influence performance capacity and recovery ability. 2.4 Assess the contribution of resistance and cardiovascular adaptations to sport-specific performance. 2.5 Differentiate between acute and chronic adaptations to resistance and cardiovascular training.
3. Understand how training variables influence resistance and cardiovascular training outcomes.	3.1 Explain how load, volume, intensity, rest and frequency influence resistance training outcomes. 3.2 Explain how intensity zones, duration, work-to-rest ratios and conditioning structure influence cardiovascular training outcomes. 3.3 Assess the relationship between training variables and targeted adaptation in resistance and cardiovascular programmes. 3.4 Differentiate between the ways training variables are manipulated for health-focused and performance-focused outcomes. 3.5 Explain how training variables may be adjusted according to participant training status and programme aims.
4. Understand methods used to develop resistance and cardiovascular performance qualities.	4.1 Explain methods used to develop muscular strength, power, hypertrophy and endurance through resistance training. 4.2 Explain methods used to develop aerobic conditioning, interval conditioning and variable-intensity conditioning. 4.3 Assess the suitability of different resistance and cardiovascular training methods for varying performance demands.

	4.4 Explain the role of exercise selection in resistance training and conditioning prescription. 4.5 Assess how resistance and cardiovascular methods may be combined within multi-goal programmes.
5. Understand monitoring, fatigue and overtraining in resistance and cardiovascular training.	5.1 Explain indicators of fatigue and overtraining within resistance and cardiovascular training contexts. 5.2 Assess the influence of excessive load, volume and insufficient recovery on adaptation and injury risk. 5.3 Explain methods used to monitor internal and external load during resistance and cardiovascular training. 5.4 Assess strategies used to reduce overtraining risk and support training readiness. 5.5 Explain how monitoring data may inform progression, deloading and programme modification.
6. Understand energy system, lactate and fuel utilisation principles in conditioning.	6.1 Explain energy system contribution during steady-state, interval and high-intensity conditioning. 6.2 Explain mechanisms of lactate accumulation during high-intensity exercise. 6.3 Assess the relevance of lactate threshold information to conditioning prescription. 6.4 Explain patterns of fuel utilisation during aerobic and anaerobic conditioning. 6.5 Assess how knowledge of lactate dynamics and substrate use informs conditioning design.
7. Understand how to plan resistance and cardiovascular training for health and performance.	7.1 Explain principles underpinning the planning of resistance and cardiovascular training programmes. 7.2 Assess how resistance and cardiovascular sessions may be aligned with participant goals and performance objectives. 7.3 Explain how progression and overload are applied within resistance and cardiovascular programme design. 7.4 Assess how training methods may be adapted for different populations, performance levels and training phases. 7.5 Explain how resistance and cardiovascular training can be integrated safely and effectively within a wider strength and conditioning programme.
8. Understand how to review and progress resistance and cardiovascular training strategies.	8.1 Explain indicators of progress in resistance and cardiovascular training performance. 8.2 Assess how participant response and monitoring feedback inform progression decisions. 8.3 Differentiate between situations where training methods should be maintained, progressed, regressed or modified. 8.4 Assess the effectiveness of resistance and cardiovascular training strategies in relation to targeted outcomes. 8.5 Reflect on the role of resistance and cardiovascular training within wider strength and conditioning practice.

UNIT 11: Understand Resistance and Cardiovascular Training Principles for Health and Performance - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 32 | Credits: 4

Learning Outcomes 1 – 8: Resistance, CV physiology, energy systems, fatigue & load monitoring

Syllabus Content (Range)

- Adaptations & Physiology (LO1, LO2, LO3, LO4): Neural vs. hypertrophic strength adaptations, cardiac output, VO2 max, capillarisation; manipulating volume, intensity, rest, work-to-rest ratios.
- Energy Systems & Load Monitoring (LO5, LO6, LO7, LO8): ATP-PC, Anaerobic Glycolytic, Aerobic system dynamics; lactate threshold, substrate utilisation; internal (RPE, HR) vs. external load monitoring (GPS, tonnage); overtraining signs.

Delivery and Assessment Guidance

- Delivery: Laboratory/gym sessions measuring heart rate responses and RPE during contrasting resistance and interval conditioning protocols.
- Assessment: Written report analysing physiological adaptations and designing an integrated conditioning programme.

Suggested Types of Evidence

- Resistance & CV conditioning design assignment.

12 Understand Periodisation Planning in Strength and Conditioning

Learning Outcomes	Assessment Criteria
1. Understand the principles of periodisation in strength and conditioning.	1.1 Explain periodisation in the context of strength and conditioning. 1.2 Explain the purpose of periodisation in structuring training programmes. 1.3 Discuss the contribution of periodisation to performance improvement and long-term athletic development. 1.4 Compare planned phase-based training with non-periodised training approaches. 1.5 Examine how periodisation supports structured progression and adaptation over time.
2. Understand the key components and models of periodisation.	2.1 Explain the components of macrocycles, mesocycles and microcycles within periodised planning. 2.2 Examine recognised models of periodisation used in strength and conditioning. 2.3 Discuss how volume, intensity and frequency are manipulated across training cycles. 2.4 Examine how periodisation models are aligned with athlete needs, goals and training context. 2.5 Explain the role of tapering and peaking within a periodised plan.
3. Understand the application of periodisation models to strength and conditioning practice.	3.1 Examine the application of different periodisation models within strength and conditioning programmes. 3.2 Discuss how suitable periodisation models are selected according to sport demands and performance objectives. 3.3 Examine how periodisation models are adjusted for individual participant goals and training status. 3.4 Compare the benefits and limitations of differing periodisation models in applied practice. 3.5 Explain how periodisation models support short-term and long-term planning.
4. Understand how periodisation principles are applied to programme design.	4.1 Explain how macrocycles are structured for differing performance objectives. 4.2 Explain how mesocycles are planned to develop strength, hypertrophy, power and endurance. 4.3 Examine how microcycles are designed to support mesocycle objectives. 4.4 Explain the importance of progression and overload within periodised plans. 4.5 Discuss the integration of recovery strategies within each training phase.

5. Understand the role of periodisation in managing fatigue, recovery and injury risk.	5.1 Examine the relationship between planned workload and injury risk in strength and conditioning. 5.2 Discuss the use of deloading strategies in managing cumulative fatigue. 5.3 Explain the importance of monitoring training load throughout a periodised cycle. 5.4 Discuss how periodised plans may be adjusted to accommodate injury recovery, setbacks or performance disruption. 5.5 Explain how periodisation contributes to the prevention of overtraining.
6. Understand how to plan a periodised strength and conditioning programme.	6.1 Examine participant training status, readiness and goals in relation to periodised planning. 6.2 Design a macrocycle plan aligned to long-term performance objectives. 6.3 Develop mesocycles that build towards macrocycle outcomes. 6.4 Create microcycles that align with mesocycle priorities. 6.5 Discuss how a periodised plan balances progression, recovery and competition readiness.
7. Understand how to monitor and adapt a periodised programme.	7.1 Examine how training sessions are monitored to ensure appropriate application of training variables. 7.2 Discuss how athlete readiness, feedback and performance data inform programme adjustment decisions. 7.3 Examine progress towards macrocycle and mesocycle goals in relation to planned outcomes. 7.4 Determine when future cycles should be modified based on monitoring data and performance response. 7.5 Reflect on the effectiveness of periodised planning in supporting performance development.
8. Understand how periodisation is adapted for different populations and sports.	8.1 Compare differences in periodised planning for team sports and individual sports. 8.2 Discuss considerations for youth athletes within periodised strength and conditioning planning. 8.3 Examine modifications required for masters athletes within periodisation cycles. 8.4 Discuss how periodisation is adapted for athletes returning from injury. 8.5 Examine how planning changes according to in-season and off-season requirements.
9. Understand the concept of supercompensation in training.	9.1 Explain supercompensation in relation to training and recovery. 9.2 Examine phases of fatigue, recovery and performance increase within supercompensation. 9.3 Discuss how training load and recovery interact to produce supercompensation.

	9.4 Examine how incorrect timing of training sessions may affect performance outcomes. 9.5 Explain the application of supercompensation principles within a periodised plan.
10. Understand the general adaptation syndrome in training.	10.1 Explain the general adaptation syndrome in relation to strength and conditioning practice. 10.2 Examine the stages of alarm, resistance and exhaustion in response to training stress. 10.3 Discuss how the general adaptation syndrome relates to training stimulus, fatigue and recovery. 10.4 Examine the implications of the general adaptation syndrome for programme design. 10.5 Explain how understanding the general adaptation syndrome supports long-term athlete development.

UNIT 12: Understand Periodisation Planning in Strength and Conditioning - Content Amplification (Delivery and Assessment Guidance)

Level: 3 | GLH: 32 | Credits: 4

Learning Outcomes 1 – 10: Periodisation models, cycle design, supercompensation & GAS theory

Syllabus Content (Range)

- Periodisation Science & Models (LO1, LO2, LO3, LO4, LO5): Linear, Block, Undulating (daily/weekly), Conjugate periodisation models; Macrocycles, Mesocycles, Microcycles; Tapering and peaking strategies; managing deload weeks.
- Planning, Monitoring & Biological Theories (LO6, LO7, LO8, LO9, LO10): Designing annual plans (Gantt chart/annual plan templates); Supercompensation theory; Seyle's General Adaptation Syndrome (Alarm, Resistance, Exhaustion phases); in-season vs. off-season adjustments.

Delivery and Assessment Guidance

- Delivery: Masterclass workshops on building annual periodised training plans for team-sport vs. individual athletes using periodisation software/spreadsheets.
- Assessment: Submission of a fully documented Annual Macrocycle Plan (including 5 mesocycles and detailed microcycles) with a written scientific rationale.

Suggested Types of Evidence

- Annual Macrocycle Periodisation Plan (compulsory).
- Scientific periodisation rationale report explaining GAS and supercompensation application.