



Qualification  
Guidance

# Active IQ Level 4 Certificate in Strength and Conditioning

Qualification  
Accreditation Number:  
**603/1161/7**  
Version AIQ004800

**Active iQ**

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# Active IQ Level 4 Certificate in Strength and Conditioning

**Qualification Accreditation No:** 603/1161/7

## Introduction

The Active IQ Level 4 Certificate in Strength and Conditioning is at level 4 on the Regulated Qualifications Framework (RQF).

<b>Guided learning hours:</b>	<b>152</b>	<b>Total qualification time:</b>	<b>278</b>
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## Entry requirements:

- Learners must hold a Level 3 Diploma in Personal Training (or equivalent), a Level 3 Coaching qualification (or equivalent) or a Level 3 Strength and conditioning qualification (or equivalent).
- Learners may also hold relevant higher education or further education qualifications that are equivalent or higher than those listed above (e.g. physiotherapy, sports therapy).
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 3.

## Qualification Outline

### Target learners:

- Learners aged 16+.
- Personal trainers.
- Sports coaches.
- Strength and conditioning coaches.

### Purpose

To provide learners with the knowledge and skills to be able to plan, prepare, deliver and review strength and conditioning programmes that will help athletes to achieve their performance goals. During the qualification learners will cover the following:

- The role of a strength and conditioning coach as part of an athlete's support team.
- Methods of carrying out performance-related needs analysis, measurements and assessments.
- Strategies to analyse and evaluate assessment findings in order to be able to develop and agree short-, medium- and long-term performance goals.
- Planning, delivering and evaluating periodised, performance-related strength and conditioning programmes.

### Progression

This qualification provides progression on to:

- Higher education (e.g. college or university) to study strength and conditioning at a higher level.
- A range of specialist strength and conditioning qualifications.
- Other level 4 and 5 qualifications in related sectors.

### Links to National Occupational Standards (NOS)

There are links to:

- SKAEF27 – Plan, prepare, deliver and review a strength and conditioning programme.

# Occupational competence statements for tutoring, assessing and internal verifying

**This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.**

## **Required criteria**

All Tutors, Assessors and Internal Verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Demonstrate active involvement in a process of industry-relevant Continued Professional Development during the last two years (this may be discipline-/context-specific or relevant to tutoring, assessing or quality assurance).

In addition, all Tutors and Assessors must:

- Possess a full, recognised strength and conditioning association accreditation (e.g. UKSCA Accredited Strength and Conditioning Coach (ASCC), NSCA Certified Strength and Conditioning Specialist (CSCS), British Association of Sport and Exercise Sciences (BASES)).
- Have relevant experience working with athletes as a strength and conditioning coach.

## **Tutors**

Tutors must hold, or be working towards a teaching qualification.

The following are acceptable:

- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 3 Award in Education and Training.
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS).
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS).
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTTLS).
- Level 5 Diploma in Education and Training.
- Certificate in Education.

## **Assessors**

Assessors must hold or be working towards any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

## **Internal Verifiers**

Internal verifiers must hold or be working towards any of the following:

- 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.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

## **Grading**

Once all components are achieved, a pass is awarded.

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## Qualification Structure

Learners must complete the two mandatory units.

Unit		Unit accreditation number	Level
1.	Performance analysis of the activity and athlete	K/615/5266	4
2.	Plan, deliver and evaluate periodised performance-related strength and conditioning programmes	M/615/5267	4

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Understand the role of a strength and conditioning coach as part of an athlete's support team</p>	<p>1.1 Define the scope of practice for a strength and conditioning coach</p> <p>1.2 Differentiate between different types of athletes</p> <p>1.3 Define the types of support different athletes may require from a strength and conditioning coach</p> <p>1.4 Describe a range of other professionals a strength and conditioning coach may need to work with as part of an athlete's support team</p> <p>1.5 Evaluate the role of a strength and conditioning coach as part of an athlete's support team</p>
<p>2. Understand the demands of performance activities and how they can affect an athlete's performance</p>	<p>2.1 Analyse the demands of a range of performance activities, for example:</p> <ul style="list-style-type: none"> <li>• physiological</li> <li>• biomechanical</li> <li>• motor control</li> <li>• sports-specific movement patterns/speeds</li> <li>• socio-psychological</li> <li>• injury and illness epidemiology</li> <li>• performance/competition parameters</li> <li>• national and international rules, regulations and legislation</li> </ul> <p>2.2 Evaluate how performance demands can affect an athlete's performance</p> <p>2.3 Evaluate how a strength and conditioning coach can affect an athlete's performance by considering a range of performance demands</p> <p>2.4 Describe needs analysis methods that effectively identify the demands of performance activities, to include:</p> <ul style="list-style-type: none"> <li>• general demands of a performance activity</li> <li>• specific demands placed on an individual athlete</li> </ul>
<p>3. Know how to source current, credible, relevant information to inform strength and conditioning coaching practice</p>	<p>3.1 Differentiate between credible and non-credible sources of information</p> <p>3.2 Evaluate a range of sources that can be used to keep up-to-date with current scientific strength and conditioning research</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand methods that can be used to assess an athlete's performance capabilities	4.1 Describe the protocols of assessments to measure an athlete's performance capabilities, for example: <ul style="list-style-type: none"> <li>• health and lifestyle screening</li> <li>• functional movement screening</li> <li>• physiological fitness and performance tests</li> </ul> 4.2 Evaluate the purpose, risks and benefits of assessments to measure an athlete's performance capabilities
5. Be able to perform appropriate assessment of performance activities and athletes	5.1 Perform appropriate need analyses to evaluate the general demands of performance activities on an athlete 5.2 Perform appropriate needs analyses to evaluate the specific demands on an athlete 5.3 Justify needs analysis method selection using credible and current information sources 5.4 Select appropriate assessments to measure an athlete's performance capabilities 5.5 Justify assessment selections using credible and current information sources 5.6 Explain the performance-related purpose, risks and benefits of the planned assessments 5.7 Agree assessment methods with the athlete and relevant members of the support team and obtain appropriate informed consent 5.8 Perform assessments, following protocol accurately to ensure validity, reliability and accuracy of results 5.9 Record all information collected in a manner that adheres to legal and professional requirements
6. Be able to accurately analyse and evaluate assessment results to create relevant performance goals	6.1 Analyse the data collected during the assessments to accurately identify the current performance capabilities of the athlete 6.2 Evaluate the performance demands and athlete performance capabilities to highlight key areas for athlete development 6.3 Develop and agree short-, medium- and long-term performance goals that are informed by performance demands, current capabilities and needs with the athlete and support team 6.4 Develop and agree a strategy to evaluate and review change in performance capabilities at appropriate points in the athlete's programme
<b>Assessment</b>	Assignment Case study



<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
<p>1. Be able to design a long-term, periodised plan to improve the performance capabilities of an athlete</p>	<p>1.1 Design a periodised, progressive plan that effectively facilitates the achievement of an athlete’s long-term performance goals</p> <p>1.2 Design a periodised, progressive plan that effectively facilitates the achievement of an athlete’s medium-term performance goals</p> <p>1.3 Design a periodised, progressive plan that effectively facilitates the achievement of an athlete’s short-term performance goals</p> <p>1.4 Justify how each phase of the periodised programme will facilitate the achievement of an athlete’s short-, medium- and long-term performance goals using credible and current information sources</p> <p>1.5 Design session plans that minimise the risk of injury, whilst optimising progression towards the achievement of an athlete’s performance goals</p> <p>1.6 Justify how the planned sessions contribute to the achievement of an athlete’s performance goals using credible and current information sources</p> <p>1.7 Explain how to incorporate all members of the athlete’s support team within the plans to promote optimisation of the athlete’s performance</p> <p>1.8 Agree plans with the athlete and relevant members of the support team and obtain appropriate informed consent</p>
<p>2. Be able to prepare for strength and conditioning sessions</p>	<p>2.1 Prepare the environment in a manner that adheres to legal and organisational health and safety procedures</p> <p>2.2 Assess the athlete’s physical and psychological readiness to readiness to participate in the planned session</p> <p>2.3 Facilitate the completion of a safe, effective and specific warm-up that fully prepares the athlete for the planned session</p>

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
3. Be able to deliver effective strength and conditioning sessions that optimise athletic performance	3.1 Explain each activity using clear instructions, rules and techniques to optimise performance 3.2 Use appropriate verbal, visual and kinaesthetic cues to optimise performance whilst ensuring safe and effective technique and movement quality 3.3 Observe and monitor performance, intensity and feedback 3.4 Analyse observations and athlete's performance to implement activity modifications that respond to athlete's status 3.5 Record key performance data and session modifications in a manner that adheres to legal and professional requirements
4. Be able to effectively end a strength and conditioning session	4.1 Facilitate the completion of a safe, effective and specific cool-down that aids the recovery of the athlete following the planned session
5. Be able to evaluate the session and performance implications to modify future plans in response to athlete's status and performance	5.1 Use a range of methods to collect relevant information to inform session evaluation, to include: <ul style="list-style-type: none"> <li>• performance data</li> <li>• athlete and support team feedback</li> <li>• self-reflection</li> </ul> 5.2 Analyse the relevant information and provide a clear evaluation of the session and its effect on the achievement of performance goals 5.3 Explain the analysis and evaluation findings in a manner that is clear and understandable for the athlete and support team 5.4 Identify future modifications that are based on analysis and evaluation findings 5.5 Agree and record key evaluation, analysis and modification information in a manner that adheres to legal and professional requirements
<b>Assessment</b>	Case study Modular summative observation



Active IQ

Westminster House  
The Anderson Centre  
Ermine Business Park  
Huntingdon PE29 6XY

T 01480 467 950  
F 01480 456 283  
info@activeiq.co.uk  
www.activeiq.co.uk

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