Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP167 - Instructing a suspension training session

Total contact tuition hours proposed: 10

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	• College rules and regulations • College mission statement • VTCT (ITEC) rules and regulations • Health & safety • Timetable • Dates – holidays etc. • Syllabus • Recommended books • Uniform	• Lecture • Q&A • Using all the documents listed to ensure the students understand the college expectations and their commitment to the course	
1. Be able to prepare for a suspension training session			
Prepare self and client for a suspension training session	• Professional appearance • Punctuality • Familiarisation with equipment • Presenting a positive image of yourself and your organisation • Wearing appropriate attire – professional sports wear e.g. a polo shirt and clean tidy tracksuit bottoms or shorts, trainers with socks • No jewellery except a wedding band and stud earrings • No body odour • No bad breath • No chewing of gum or sucking of sweets • Hair clean and neat	• Whiteboard • Lecture • Q&A • Demonstration • Homework • Test	1

Select and prepare equipment to suit the client's needs and fitness goal	• Giving demonstration of the workings of the suspension strap's equipment • Identifying suitable anchor points • Following manufacturers' instructions to set up and anchor equipment • Performing weight test on equipment • Identifying and labelling parts of the equipment • Strap sizes and modification for client's needs		
Prepare the environment for a suspension training session	• Floor space • Floor type • Ventilation • Temperature • Lighting • Music • Clean, hygienic working surroundings and equipment		

2. Be able to instruct a suspension training session			
Demonstrate technically correct suspension training exercises	• Technique safety and instruction • Centre of gravity • Integrated approach to movement engaging the body as a single co-ordinated system • 3 dimensional training, posture correction and joint integrity • Teaching integrated, multi-joint exercises • Pointing out the benefits of a strong core	• Whiteboard • Lecture • Q&A • Demonstration • Homework • Test	6
Demonstrate levels of competencies	• Level 1 – the most basic difficulty of a particular exercise • Level 2 – the intermediate progression for most exercises • Level 3 – progressions in level 3 appropriate for those who are fit and very familiar with suspension training and ready for significant challenge • Level 4 – progressions in this level are difficult in both intensity and technicality and are generally performed at high intensity • Isolated exercises • Integrated exercise across multi-planar movements		
Demonstrate a variety of suspension training exercises	• Lower body exercises - Squat - Single leg squat - Assisted lunge - Step side lunge - Step back lunge - Balance lunge - Crossing balance lunge - Abducted balance lunge		

	- Lunge - Crossing lunge - Abducted lunge - Hamstring curl - Hamstring runner - Hip press - Hip abduction - Standing hip abduction - Leg extension • Upper body exercises - Various chest press modifications - Incline press - Chest fly - Push up - Atomic push up - Oblique atomic push up - High row - Mid row - Low row - Power pull - Low deltoid fly - Deltoid fly - Split deltoid fly - Tricep press - Tricep kickback - Tricep extension - Bicep curl - Bicep clutch • Core exercises - Overhead back extensions - Torso rotation - Standing hip drop - Overhead squat - Standing roll out - Kneeling roll out - Kneeling oblique roll out - Assisted sit up - Bent leg raise - Oblique leg raise - Supine runner - Sit up - Resisted sit up - Plank		

	- Supine plank - Crunch - Oblique crunch - Pike - Mountain climber - Pendulum - Body saw - Side plank - Flexibility and mobility exercises • Core training techniques - Specific core exercise and progressions - Correct technique involved - Advantages and disadvantages of using certain techniques • Cardiovascular exercise techniques - Appropriate movements and training principles to receive a cardiovascular training effect - F.I.T.T. principle and training principles involved • Programme design - Guidelines and progressions for programme design - Muscular strength - Muscular endurance - Cardiovascular fitness - Power development - Designing and observation of various programmes for different components of fitness		
Provide clear and concise instruction for the exercises	• Teaching points • Correct terminology • Technique • Breathing patterns • Heart rate • PRE/RPE scales • Safety points • Muscles used • Choreography • Cueing • Voice projection • Tempo		
Adopt appropriate positions to observe clients	• Changing teaching position • Observation from different angles		

Monitor safety, effectiveness and intensity of suspension training sessions	• Recognising signs of over-exertion • Demonstrating correct techniques • Checking environmental/participant and equipment health and safety • Manufacturers' instructions • Monitoring exercise intensity • Introduction • Screening • Contra-indications • Warm-ups • Pre, post and dynamic stretching techniques • Main phases • Adaptations • Progressions • Training types • Reps • Rest • Sets		
Adapt exercises with suitable progression and regression according to the client's needs and fitness goal	• Methods of adapting exercises for different types of clients, fitness levels and goals • Progression/regression exercises • Checking straps for individual clients' needs		

3. Be able to demonstrate communication skills			
Demonstrate the use of verbal and non-verbal communication	• Verbal and non-verbal cueing • Re-enforced teaching points • Motivation • Demonstrating rest positions • Postural advice • Precise explanations • Group and individual management skills • Creativity • Improvisation and adaptability	• Whiteboard • Lecture • Q&A • Demonstration • Homework • Test	2
Provide feedback and instructing points which are timely, clear and motivational	• Asking for feedback • Use of mirrors • Competition • Communicating in a way that makes the client feel valued • Use of motivational styles appropriate to setting		

	• Principle of reinforcement • Outcomes or goals achieved • Use of training diaries		
Communicate as required, adjusting to the needs of the client and the environment	• Precise explanations • Teaching points • Change of teaching position • Observing from different angles • Correcting of individuals • Asking for feedback • Providing exercises adequate for the client • Providing challenges		

4. Be able to evaluate a suspension training session			
Provide the learner with feedback on their performance	• Clear communication • Communicating with clients in a way that makes them feel valued • Using motivational styles appropriate to the clients and the exercise format • Evaluating the designated exercises and altering if necessary • Encouraging rapport • Positive praise/reinforcement	Whiteboard Lecture Q&A Demonstration Homework Test	1
Gain feedback from the client	• Open questioning techniques • How they felt physically/mentally • Weak muscles • Heart rate • RPE/PRE scale • Technique • Tightness • Identifying training gaps • Encouraging rapport • Participant's summary of session • Enjoyment and satisfaction of participant		
Evaluate the session and own performance	• Teaching styles • Motivation • Time spent • Outcomes achieved • Effectiveness of session • Weakness in other components of fitness		

	• Negative or positive • Posture checks • Training effects • Tempo • Breathing techniques • Appropriateness of exercises/lifts • Meeting the goals for the session • Identifying ways to improve the session • Discussing evaluation with appropriate colleague • Reflective practice		
Record areas for improvement	• Written reviews • Personal action plan • Aims and objectives of future sessions • Professional development and CPD		

Document History

Version	Issue Date	Changes	Role
v1	27/09/2019	First published	Qualification Administrator