

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: iUSP162 - Instructing a strength and conditioning session

Total contact tuition hours proposed: 10

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	<ul style="list-style-type: none"> • College rules and regulations • College mission statement • VTCT (ITEC) rules and regulations • Health & safety • Timetable • Dates – holidays etc. • Syllabus • Recommended books • Uniform 	<ul style="list-style-type: none"> • 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 strength and conditioning sessions			
Prepare self and client for strength and conditioning sessions	<ul style="list-style-type: none"> • Professional appearance • Punctuality time keeping • 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 neat, clean and tied back 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Homework • Test 	1

Select and prepare equipment for strength and conditioning sessions	<ul style="list-style-type: none"> • Giving demonstration of the workings of the equipment • Clearly instructing students how to choose the correct weight for different populations 		
Prepare the environment for strength and conditioning sessions	<ul style="list-style-type: none"> • Floor space • Floor type • Ventilation • Temperature • Lighting • Weight and size, appropriate for clients' needs • Clean, hygienic working surroundings and equipment • Sufficient equipment to perform the task 		

2. Be able to instruct strength and conditioning sessions			
Demonstrate technically correct strength and conditioning sessions	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Homework • Test 	2
Provide clear and concise explanations for each strength and conditioning exercise and lift	<ul style="list-style-type: none"> • Teaching points • Correct terminology • Technique • Breathing patterns • Heart rate • PRE/RPE scales • Safety points • Muscles used • Choreography • Cueing • Voice projection • Tempo 		
Adopt appropriate position to observe clients	<ul style="list-style-type: none"> • Changing teaching position • Observation from different angles 		
Monitor safety, effectiveness and intensity of strength and conditioning sessions	<ul style="list-style-type: none"> • Recognising signs of over-exertion • Demonstrating correct techniques • Checking environmental/participant and equipment health and safety • Manufacturers' instructions 		

	<ul style="list-style-type: none"> Monitoring exercise intensity 		
Adapt exercises and lifts with suitable progression and regression according to client's needs	<ul style="list-style-type: none"> 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 communicate effectively			
Demonstrate the use of verbal and non-verbal communication	<ul style="list-style-type: none"> Verbal and non-verbal cueing Re-enforced teaching points Motivation Rest positions Postural advice Precise explanations Understanding terminology Group and individual management skills Creativity Improvisation and adaptability 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Homework Test 	3
Provide feedback and instructing points which are timely, clear and motivational	<ul style="list-style-type: none"> Asking for feedback Use of mirrors Competition Communication 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 to the needs of clients and environment	<ul style="list-style-type: none"> Precise explanations Teaching points Change of teaching position Observation from different angles Correcting of individuals Asking for feedback Helping the client to reach his/her objectives: <ul style="list-style-type: none"> Providing exercises adequate for the client Providing challenges by increasing intensity depending on level of fitness and ability Well-rounded workout 		

4. Be able to evaluate on strength and conditioning sessions			
Provide the learner with feedback on their performance	<ul style="list-style-type: none"> • Clear communication • Communicate with clients in a way that makes them feel valued • Use motivational styles appropriate to the clients and the exercise format • Evaluate the designated exercises and alter if necessary • Encourage rapport • Encouragement • Positive praise/reinforcement • Motivation • Posit 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Homework • Test 	4
Gain feedback from the client	<ul style="list-style-type: none"> • Open questioning techniques • How they felt physically/mentally • Weak muscles • Heart rate • RPE/PRE scale • Technique • Tightness • Identifying training gaps • Encourage rapport • Participants' summary of session • Enjoyment and satisfaction of participant • Discussion 		
Evaluate session and own performance	<ul style="list-style-type: none"> • Teaching styles • Motivation • Amount of time • Outcomes achieved • Effectiveness of session • Weakness in other components of fitness • Negative or positive • Posture checks • Training effects • Tempo • Breathing techniques • Meeting the goals for the session • Identifying ways to improve the session • Discuss evaluation with appropriate colleague • Reflective practice 		

	<ul style="list-style-type: none"> • Appropriateness of exercises/lifts 		
Record areas of improvement	<ul style="list-style-type: none"> • Written reviews • Personal action plan • Aims and objectives of future sessions • Professional development and CPD 		

Document History

Version	Issue Date	Changes	Role
v1	30/09/2019	First published	Qualifications Administrator