

# 1st4sport Level 2 Certificate in Coaching Strength and Conditioning (Rowing)

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 2 Certificate in Coaching Strength and Conditioning (Rowing)
Qualification Overview:	Gives learners the knowledge, skills and confidence to plan, deliver and evaluate a series of linked and progressive strength and conditioning sessions with a focus on rowing.
Qualification Code:	L2CCSACR
Qualification Regulation Number:	603/4283/3
Guided Learning Hours (GLH):	32
Total Qualification Time (TQT):	135
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/04/2019
Qualification Review Date:	31/08/2026
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a strength and conditioning coach with a focus on rowing.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

This qualification is designed for individuals preparing to work in a strength and conditioning coaching environment who wish to independently coach strength and conditioning to young people and adults usually within the fitness and club environment.

## Qualification Progression

The qualification sits within a suite of progressive strength and conditioning coaching qualifications and is recognised as the industry standard level 2 qualification for coaching strength and conditioning.

Following a period of practice as a qualified coach, learners may choose to develop their skills by progressing to the; 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport, 1st4sport Level 3 Certificate in Personal Training or 1st4sport Level 2 Certificate in Fitness Instructing,

Learners may also wish to complete the 1st4sport Level 2 Certificate in Coaching Weight Lifting.

This qualification may lead to paid or voluntary roles as a strength and conditioning for sport coach or they may wish to explore other industry-relevant roles which include:

- Sports Volunteer
- Personal Trainer

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 18 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 1 of 5 mandatory units),
- Portfolio of Evidence (in 4 of 5 mandatory units),
- Practical Demonstration/Assignment (in 5 of 5 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
L/617/5123	The role of the strength and conditioning coach	18
R/617/5124	Plan a series of strength and conditioning coaching sessions	20
D/617/5126	Review a series of strength and conditioning coaching sessions	14
Y/617/5125	Deliver a series of strength and conditioning coaching sessions	14
H/617/5127	Technical coaching requirements for strength and conditioning for rowing	8

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	The role of the strength and conditioning coach
<b>Unit Aim</b>	This unit assesses a strength and conditioning coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive.
<b>Unique Unit Number</b>	L/617/5123
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learning portfolio. These are set by 1st4sport and assessed by the learner's assessor.

**Learning Outcome: 1. understand the role of the strength and conditioning coach**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 describe the role	<ul style="list-style-type: none"> <li>• The role of the independent strength and conditioning coach</li> <li>• provide a good customer experience</li> <li>• the responsibilities of the independent strength and conditioning coach when working with others such as leaders, coaching assistants</li> <li>• the importance of being a role model/ mentor</li> <li>• the strength and conditioning coaching process of plan-do-review</li> </ul>

**Learning Outcome: 2. understand the responsibilities of the strength and conditioning coach**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 describe the responsibilities related to strength and conditioning standards	<ul style="list-style-type: none"> <li>• The overarching legal and specific responsibilities</li> <li>• the strength and conditioning organisational procedures, responsibilities and liabilities</li> <li>• how to work within professional capabilities and know when to refer clients</li> <li>• acceptable relationships as a coach with all relevant stakeholders.</li> <li>• the guidelines for safeguarding and protecting the following athlete groups, adherence to these and maintaining confidentiality:                             <ul style="list-style-type: none"> <li>young people and children, including signs and symptoms of abuse</li> <li>adults at risk</li> <li>athletes' who share protected characteristics                                     <ul style="list-style-type: none"> <li>• how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner</li> </ul> </li> <li>• the requirements of the athlete group; managing information for and about all types of athletes</li> <li>• the requirements of working as part of multi-disciplined team</li> </ul> </li> </ul>
2.2 describe responsibilities related to safe coaching practice	<ul style="list-style-type: none"> <li>• How to set and agree ground rules</li> <li>• how to develop a coaching practice that is safe, inclusive and informative</li> <li>• health and safety management, understanding how to:                             <ul style="list-style-type: none"> <li>prepare the environment</li> <li>conduct a risk assessment</li> <li>minimise risk</li> <li>put contingency plans in place                                     <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> </li> </ul> </li> <li>correct procedures for dealing with accidents, emergencies and incidents</li> <li>correct procedures for reporting issues</li> </ul>
2.3 describe responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> <li>• Inclusive delivery of coaching sessions and activities and where to gain information on this</li> <li>• how to communicate, deal with and meet the needs of a variety of athlete types:                             <ul style="list-style-type: none"> <li>disabled and non-disabled people</li> <li>children/youth/adults</li> <li>those who share protected characteristics                                     <ul style="list-style-type: none"> <li>• how to assist with meeting the needs of athletes' who share protected characteristics</li> <li>• recognising that different athletes learn in different ways</li> <li>• how different backgrounds and stages of athlete development can impact on   <ul style="list-style-type: none"> <li>age</li> <li>skill development</li> <li>emotional development.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

**Learning Outcome: 3. understand strength and conditioning athletes and their development needs**

Assessment Criteria	Indicative Delivery Content
<p>The learner can:</p>	
<p>3.1 describe how to engage with and develop a range of athletes'</p>	<ul style="list-style-type: none"> <li>• How to gather information about lifestyle, previous experience, and the needs of different athlete groups</li> <li>• how manage, share and store athlete's sensitive data e.g GDPR</li> <li>• athlete's motivation and retention to taking part</li> <li>• the impact of the athlete's background, stage of development and needs on:</li> </ul> <p>session management                      the different ways adults and children learn                      learning and the coaching environment (beginner vs experienced)                      training and competition</p> <ul style="list-style-type: none"> <li>• how to cater for individual needs within group coaching</li> </ul>
<p>3.2 describe the physical influences on participation</p>	<ul style="list-style-type: none"> <li>• The physical requirements and the basic anatomical and biomechanical demands of strength and conditioning</li> <li>• the components of physical fitness and how they link directly to strength and conditioning</li> <li>• how to minimise the risk of injury and assist an athlete returning from injury</li> <li>• the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of:</li> </ul> <p>nutrition                      hydration                      UKAD and 100% Me                      the principles of weight management in relation to the sport</p> <ul style="list-style-type: none"> <li>• how the physical capabilities of athletes will influence the content and structure of the session</li> </ul>



3.3 describe the psychological and social influences on participation

- How the psychological capabilities of athlete(s) will influence the content and structure of the session
- the key methods for improving athlete(s):

connection

confidence

concentration

motivation

emotional control

cohesion

- the concepts of:

skill coordination

motor skill learning

skill acquisition

skill retention

skill transfer

- the different stages of cognitive, emotional and social development
- how to develop athlete's psychological skills in strength and conditioning
- how to develop athletes socially;

building relationships and rapport with and between athletes

develop confidence

self-esteem

enjoyment

<b>Unit Title</b>	Plan a series of strength and conditioning coaching sessions
<b>Unit Aim</b>	This unit is about the practical skills to assist with cleaning tack and horse clothing. Although working under supervision, learners should be able to work safely and understand safe working practices.
<b>Unique Unit Number</b>	R/617/5124
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their understanding of how to plan a series of linked and progressive strength and endurance training sessions. Demonstrating their knowledge and skills to construct a series of effective and inclusive sessions that are 40 minutes in length.

**Learning Outcome: 1. be able to plan a series of strength and conditioning coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 Plan a series of progressive sessions	<ul style="list-style-type: none"> <li>Understand the principles of producing progressive sessions</li> <li>identify aims, objectives and workload of the coaching programme, setting SMART/ tangible goals that have been agreed with athletes and the coaching team</li> <li>plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims of the coaching programme</li> </ul>
1.2 Plan activities to meet the aims of the sessions	<ul style="list-style-type: none"> <li>Understand how individual sessions support the aims of the coaching programme</li> <li>identify aims and objectives of sessions, setting SMART/ tangible goals that have been agreed with athletes</li> <li>plan and prepare sessions that meet the needs of athletes from different backgrounds and at different stages of development to include: realistic timings sequences of activities intensity of activities duration of activities specific technical content within activities contingencies</li> </ul>

Unit Title	Review a series of strength and conditioning coaching sessions
Unit Aim	This unit assesses a learner's ability to review a series of strength and endurance training sessions within a linked and progressive programme.
Unique Unit Number	D/617/5126
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	The learner is required to review their session delivery, identifying strengths and areas for improvement. They are also required to successfully review their development throughout this qualification using the provided templates in continuous professional development units.

**Learning Outcome: 1. be able to review a series of strength and conditioning coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 review athletes performance	<ul style="list-style-type: none"> <li>• Measure athlete development</li> <li>• use a variety of evaluation methods that can be used to monitor athlete(s) performance and learning within the programme</li> </ul>
1.2 analyse own coaching practice	<ul style="list-style-type: none"> <li>• Understand the principles of self-reflection</li> <li>• utilise feedback from others</li> <li>• identify personal development needs</li> <li>• gain valid feedback on own performance from athletes and others</li> <li>• take responsibility for own development</li> <li>• access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities</li> <li>• participate in continual reviews</li> <li>• identify career progressions in the sport and the role of others</li> </ul>
1.3 apply the review of coaching sessions to future planning	<ul style="list-style-type: none"> <li>• Review and evaluate the session, using the views of athletes, others with research underpinning, using it to impact on future sessions</li> <li>• agree the outcomes of the review with athletes and others, advise them on their development needs and adapt future sessions to reflect needs</li> </ul>
1.4 review the effectiveness of the series of coaching sessions	<ul style="list-style-type: none"> <li>• Review the overall aims and goals of the programme and progress made towards these</li> <li>• use a variety of evaluation methods that can be used to monitor athlete(s) development and learning</li> <li>• measure the quality of the coaching experience including the coaching team</li> <li>• measure athlete development</li> </ul>

<b>Unit Title</b>	Deliver a series of strength and conditioning coaching sessions
<b>Unit Aim</b>	This unit assess a strength and conditioning coaches ability to deliver a series of specialist strength training sessions (including assessment) that meets the diverse needs of athletes.
<b>Unique Unit Number</b>	Y/617/5125
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to deliver two linked and progressive specialist strength training sessions that have a specific focus on training variables; speed, strength, power or endurance (including assessment). The sessions should be minimum of 20 minutes in duration, meeting the needs and skills of a diverse athlete group. Learners provide a rationale for any planned sessions that are significantly shorter than this.

**Learning Outcome: 1. be able to deliver a series of strength and conditioning coaching sessions**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 establish a safe coaching environment	<ul style="list-style-type: none"> <li>• Conduct a risk assessment and pre-exercise questionnaires minimising any identified risks</li> <li>• organise the setting up of equipment required for the session</li> </ul>
1.2 prepare the athletes for the coaching sessions	<ul style="list-style-type: none"> <li>• Apply the principles of good practice for starting coaching sessions</li> <li>• provide information to athletes on the aims and objectives of sessions, agreeing these with athletes</li> <li>• understand physical preparation and fitness tests and data interpretation</li> <li>• how to deliver specific and effective warm-ups</li> </ul>

<p>1.3 deliver a series of coaching sessions in line with guidelines</p>	<ul style="list-style-type: none"> <li>• Incorporate a variety of coaching styles and techniques in delivery and incorporate: listening to athletes motivating athletes learning styles of athlete's (visual, auditory, kinaesthetic) differentiation between athletes incorporating the coaching team</li> <li>• cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers</li> <li>• ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session</li> <li>• identify athletes needs and modify session plan(s) to meet athletes changing needs</li> </ul> <p>ensure to abide by professional and legal organisational codes at all times</p>
<p>1.4 develop technical and tactical aspects of strength and conditioning through the provision of explanations and demonstrations of activities</p>	<ul style="list-style-type: none"> <li>• Know how and when to apply appropriate communication methods in the provision of technical guidance</li> <li>• use the principles of skill development in their coaching, selecting correct techniques to developing athlete's skills</li> <li>• understand different types of demonstration</li> <li>• provide technical and tactical demonstrations and explanations that are correct</li> <li>• identify and utilise technical knowledge from current methodologies</li> <li>• prepare athletes for competition.</li> </ul>
<p>1.5 analyse and provide feedback on athlete's performance</p>	<ul style="list-style-type: none"> <li>• Understand the principles of analysing athlete's performance i.e valid and reliable</li> <li>• observe athletes, analyse performance and provide constructive feedback (feedback cycle)</li> <li>• communicate effectively with athletes and show listening skills</li> <li>• support athlete(s) in taking responsibility for their own learning</li> </ul>
<p>1.6 ensure athletes safety is maintained</p>	<ul style="list-style-type: none"> <li>• Manage coaching activities and adapt to maintain safety as required</li> <li>• abide by legal and organisational health and safety policies</li> <li>• manage safe use of equipment during the session</li> <li>• manage behaviours by being: positive and challenging encouraging and motivating managing challenging behaviours</li> </ul>
<p>1.7 conclude the session</p>	<ul style="list-style-type: none"> <li>• Apply the principles of good practice for concluding coaching sessions</li> <li>• deliver cool-downs</li> <li>• summarise session outcomes, providing feedback to athletes</li> <li>• organise the taking down, cleaning and storage of equipment used during the session</li> <li>• offer information to athletes after coaching sessions</li> </ul>

<b>Unit Title</b>	Technical coaching requirements for strength and conditioning for rowing
<b>Unit Aim</b>	This unit assess the learner's knowledge on strength and conditioning bespoke to British Rowing and with the content delivered in the context of rowing specific training.
<b>Unique Unit Number</b>	H/617/5127
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their knowledge skills for strength and endurance training which will specifically develop athlete's skills within the sport of rowing. Highlighting their knowledge of diverse training methods which are specialised to rowing strength and endurance development.

**Learning Outcome: 1. Be able to apply strength and conditioning techniques to develop performance in rowing**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify the key training principles	<p>Biological principles</p> <ul style="list-style-type: none"> <li>• overload</li> <li>• progression</li> <li>• specificity</li> <li>• overtraining</li> <li>• variability</li> <li>• reversibility</li> <li>• recovery</li> </ul> <p>Understand that different training variables are used to develop specific needs: Adaptation LED PROGRAMMING</p> <ul style="list-style-type: none"> <li>• exercise choice</li> <li>• number of sets</li> <li>• number of repetitions</li> <li>• be aware of the fundamental principles of long-term strength development and how these meet individual needs.</li> <li>• Application</li> <li>• Environment</li> </ul> <p>The theory behind plyometrics, understanding of how to design a plyometric programme, including knowledge of:</p> <ul style="list-style-type: none"> <li>• progression</li> <li>• intensity</li> <li>• volume.</li> </ul>

**Learning Outcome: 2. be able to apply strength and conditioning techniques to develop an athletes strength in rowing**

**Assessment Criteria**

The learner can:

**Indicative Delivery Content**



2.1 identify different methods of strength training

Method is how you are doing it:  
Modes of training:

- free weights
- machines
- medicine balls
- sand bags
- kettle bells

Purposes of strength training:

- injury prevention
- increase in size (hypertrophy) as a
- by-product of strength endurance
- increase in strength
- increase in power.

Resistance training using the following modalities:

Barbell exercises to include:

- back squat
- overhead squat
- deadlift
- bench press
- other relevant sport-specific exercises.

Dumb-bell exercises to include:

- incline press
- standing press
- supported single-arm row
- other relevant sport-specific exercises.

Trunk and Conditioning

Medicine ball exercises to include:

- overhead throw
- chest pass
- scoop throw
- side bend
- giant circles
- woodchopper
- other relevant sport-specific exercises.

Swiss ball exercises to include:

- supine bridge
- shoulders on ball
- feet on ball.
- prone bridge
- shoulders on ball
- feet on ball
- Body weight exercises
- Machine exercises
- Other relevant sport-specific exercises.

### Learning Outcome: 3. be able to apply strength and conditioning techniques to develop an athlete's agility in rowing

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify the key training principles to develop agility	<ul style="list-style-type: none"> <li>• Methods to develop agility, including improving reaction, acceleration and deceleration</li> <li>• be aware of methods used to improve agility, including ladders, small hurdles, cones and dot drills</li> </ul>

### Learning Outcome: 4. be able to apply strength and conditioning techniques to develop an athlete's endurance in rowing

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 identify the key training principles to develop endurance	<ul style="list-style-type: none"> <li>• Strength endurance/ planning and programming - how changes in the intervals effect output</li> <li>• weight room session that supports training continuum</li> <li>• controlling energy systems</li> <li>• duration of work</li> <li>• duration of rest interval</li> <li>• monitoring of heart rate</li> <li>• optimum power output (endurance sports)</li> <li>• the duration, intensity and rest of the activities are the most important aspects of a training session</li> <li>• interval training</li> </ul>

### Learning Outcome: 5. be able to apply strength and conditioning techniques to develop an athlete's flexibility in rowing

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 identify the key training principles to develop flexibility	<p>Develop rower's;</p> <ul style="list-style-type: none"> <li>• flexibility/suppleness</li> <li>• dynamic flexibility</li> <li>• specific developmental stretching (static, active and isometric). Coach should be aware of the differences between static (active and passive), ballistic and dynamic flexibility method</li> </ul> <p>Active static stretches for:</p> <ul style="list-style-type: none"> <li>• hamstrings</li> <li>• quadriceps</li> <li>• adductors</li> <li>• gluteals</li> <li>• hip and lower back</li> </ul> <p>Passive partner stretches for hamstrings.</p>

**Learning Outcome: 6. Be able to develop the long-term athlete**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
6.1 demonstrate an understanding of Long-term athlete development	Long-term athlete development: <ul style="list-style-type: none"> <li>• how the principles and practice of stages of athlete development affect what and how the coach plans and coaches during the session/programme</li> <li>• the stages of development including: different stages of maturation, physical, psychological and emotional changes at each stage of maturation, the influence of training and competition on the stages of development, theories of stages of development, the application of developmental stages to the coaching environment, utilisation of stages of development theory.</li> <li>• the types of stages of development, including definitions associated with; the window of trainability, chronological age, and biological age</li> <li>• the differences between child and adult development and how this effects coaching, in terms of structure, content and delivery of the session.</li> </ul>

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Tutors must hold:

- one (or more) of the following
    - be a UKSCA accredited strength and conditioning coach
    - hold the 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport
    - be a certified strength and conditioning specialist (CSCS)
    - Australian Strength and Conditioning Association (ASCA) Level 2 award
    - REPS (Register of Exercise Professionals) membership at Level 3 or above
- \*A specialist may be used to support the delivery of the qualification. In this instance they may not be required to hold a recognised tutoring qualification. Their experience must be demonstrated via a comprehensive CV uploaded into the documents section of the relevant 1st4sport Qualifications system.

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Assessors must hold:

- one (or more) of the following
    - be a UKSCA accredited strength and conditioning coach
    - hold the 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport
    - be a certified strength and conditioning specialist (CSCS)
    - Australian Strength and Conditioning Association (ASCA) Level 2 award
    - REPS (Register of Exercise Professionals) membership at Level 3 or above
- \*A specialist may be used to support the delivery of the qualification. In this instance they may not be required to hold a recognised tutoring qualification. Their experience must be demonstrated via a comprehensive CV uploaded into the documents section of the relevant 1st4sport Qualifications system

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

IQA's involved and responsible for the internal quality assurance of the qualification must meet one of the following:

- the 1st4sport Level 2 Certificate in Coaching Strength and Conditioning or above, or an equivalent based on individual application to 1st4sport
- be a UKSCA accredited strength and conditioning coach
- be a certified strength and conditioning specialist (CSCS)
- Australian Strength and Conditioning Association (ASCA) Level 2 award
- REPS (Register of Exercise Professionals) membership at Level 3 or above
- have more than 3 years' experience of delivering strength and conditioning that can be evidenced and verified

And

- hold or be working towards a recognised Internal Quality Assurance qualification

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- indoor and outdoor areas for safe practice of speed and agility activities
- a gym or training area

The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must include:

- Enough tables and chairs for each participant
- Gym/training area must include:

- Dumb-bells
- Medicine ball
- Swiss ball
- Floor space for bodyweight exercises.
- Clear wall or screen for projection
- Laptop computer
- Projector or connection to screen
- Power extension lead
- Flip chart

This qualification is regulated by Ofqual (603/4283/3).

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UK Coaching  
2 City Walk  
Leeds  
LS11 9AR

T: 0113 274 4802  
E: [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

[www.1st4sport.com](http://www.1st4sport.com)