



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISSSTC301A Instruct strength and conditioning techniques**

**Release: 1**

## SISSSTC301A Instruct strength and conditioning techniques

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, knowledge and skills required to use drills, exercises and activities to instruct strength and conditioning techniques to individual athletes or groups of athletes according to their sport-specific needs, or those undertaking fitness programs to achieve personal fitness goals.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to coaches working with individuals or teams. It also applies to fitness instructors who provide a range of fitness programs and services to individuals or groups. The unit is applicable to those working with sporting groups, in fitness centres, gyms or autonomously in the fitness industry.</p>
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>	Nil	

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess current status of athlete or athletes.	<p>1.1. Select appropriate <b>testing protocols</b> and implement to assess current fitness level of <b>athlete or athletes</b>.</p> <p>1.2. Evaluate the <b>training background and exercise history</b> of athlete or athletes.</p> <p>1.3. Identify the <b>techniques of strength and conditioning</b> to be developed with relevant <b>support personnel</b> according to the needs of the athlete or group.</p>
2. Select the appropriate strength and <b>conditioning program</b> .	<p>2.1. Select <b>core lifts and exercises</b> to meet the identified needs of the athlete or athletes and <b>organisational policies and procedures</b>.</p> <p>2.2. Incorporate drills, <b>exercise techniques</b> and activities into the program to instruct a strength and conditioning program.</p> <p>2.3. Select appropriate equipment to be used as part of the strength and conditioning program according to organisational policies and procedures.</p>
3. Prepare for strength and conditioning session.	<p>3.1. Allocate sufficient space and <b>resources</b> for the drill, activity or game.</p> <p>3.2. Check exercise area is free from obstacles prior to commencement of session.</p> <p>3.3. Check <b>equipment</b> is in good working order prior to commencement of session.</p> <p>3.4. Quarantine and report faulty equipment according to organisational policies and procedures.</p> <p>3.5. Arrange equipment according to exercise plan and relevant legislation and organisational policies and procedures.</p>
4. Instruct strength and conditioning session.	<p>4.1. Communicate session objectives and the <b>benefits</b> of strength and conditioning to athlete or athletes.</p> <p>4.2. Explain <b>common types of injuries</b> that would prevent participation in the session and confirm athlete or athletes are not affected.</p> <p>4.3. Instruct session according to strength and conditioning plan, relevant legislation and organisational policies and procedures and <b>best practice principles of strength and conditioning training</b>.</p> <p>4.4. Demonstrate and instruct correct use of equipment according to organisational policies and procedures</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>and manufacturer's instructions.</p> <p>4.5. Demonstrate exercises within the strength and conditioning class using appropriate <i>instructional techniques</i>.</p> <p>4.6. Monitor athlete intensity, technique and safety during the class.</p> <p>4.7. Incorporate <i>motivation techniques</i> to maximise exercise program adherence.</p>
5. Evaluate the strength and conditioning program and make modifications.	<p>5.1. Review athlete's or athletes' training diary or diaries to monitor ongoing progress.</p> <p>5.2. Implement modifications to the program where relevant to meet identified needs.</p> <p>5.3. Use testing protocols to assess athlete's ongoing progress.</p> <p>5.4. Review own performance and identify potential improvements.</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication skills to:
  - instruct effective strength and conditioning techniques
  - give and receive feedback
- teamwork skills to be able to coach and mentor an athlete through a strength and conditioning program
- technology skills to assess athletes and select exercises and drills for use within the program
- planning and organising skills to implement a plan for strength and conditioning for an individual or group
- literacy and numeracy skills to enable the review of training diaries and the timely completion of sessions.

#### Required knowledge

- motivational techniques to provide appropriate feedback to athletes
- the major body systems, bones, joints muscles and their function to enable the

**REQUIRED SKILLS AND KNOWLEDGE**

- selection, instruction and adjustment of appropriate exercises to meet the needs of athletes
- legislation and organisational policies and procedures to enable the safe delivery of exercise programs including the safe use of equipment and a safe learning environment
- drills, activities and games to teach the techniques of strength and conditioning
- physiological, psychological and biomechanical changes that occur with strength and conditioning training to enable informed planning and instruction of sessions and prompt response to athlete difficulties during the class.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• instructs strength and conditioning classes that meet athlete expectations, comply with legislative and organisational requirements, and are of sufficient duration to allow the candidate to demonstrate the use of drills, activities and games to instruct in strength and conditioning techniques</li> <li>• assesses athletes current training status and needs and applies knowledge of human anatomy and physiology to select and modify an appropriate program</li> <li>• carries out tasks responsibly and safely using an athlete centred approach to encourage athlete participation using appropriate motivational and communication strategies.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure the conduct of multiple strength and conditioning sessions that meet the needs of individuals, groups or sports and are of sufficient breadth and duration to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> <li>• an environment with appropriate facilities, equipment and materials such as free weight or hydraulic equipment</li> <li>• a range of athletes with real or simulated strength and conditioning goals</li> <li>• documentation such as strength and conditioning programs and manufacturer's specifications for equipment use.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• observation of preparation and instruction of a</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>strength and conditioning session, including the selection of exercises for a program</p> <ul style="list-style-type: none"> <li>• observation of interaction with a range of participants, including conveying information for safe participation in strength and conditioning sessions and motivating athletes to achieve desired outcomes</li> <li>• oral or written questioning to assess knowledge of physiological, psychological and biomechanical changes that occur during strength and conditioning training</li> <li>• third-party reports from a supervisor detailing work performance.</li> </ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• SISSSTC402A Develop strength and conditioning programs.</li> </ul>
<b>Guidance information for assessment</b>	

## Range Statement

<b>RANGE STATEMENT</b>	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<b><i>Testing protocols</i></b> may include:	<ul style="list-style-type: none"> <li>• core stability</li> <li>• aerobic performance</li> <li>• anaerobic performance.</li> </ul>
<b><i>Athlete or Athletes</i></b> may include:	<ul style="list-style-type: none"> <li>• different ages</li> <li>• those with specific conditioning goals</li> <li>• <i>experienced or inexperienced</i></li> <li>• female or male</li> <li>• competitor in team or individual sports</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• amateur or professional.</li> </ul>
<i>Training background and exercise history</i> may include:	<ul style="list-style-type: none"> <li>• type of training program</li> <li>• length of recent regular participation in previous training programs</li> <li>• level of intensity involved in previous training programs</li> <li>• exercise technique experienced.</li> </ul>
<i>Techniques of strength and conditioning</i> may include:	<ul style="list-style-type: none"> <li>• resistance training:               <ul style="list-style-type: none"> <li>• whole body or compound exercises for specific muscle groups or isolation</li> </ul> </li> <li>• aerobic endurance</li> <li>• anaerobic endurance:               <ul style="list-style-type: none"> <li>• high intensity short interval training</li> </ul> </li> <li>• flexibility:               <ul style="list-style-type: none"> <li>• stretching</li> </ul> </li> <li>• elastic energy</li> <li>• abdominal</li> <li>• core stability.</li> </ul>
<i>Support personnel</i> may include:	<ul style="list-style-type: none"> <li>• administrators</li> <li>• coaches</li> <li>• sports scientists</li> <li>• sports medicine providers</li> <li>• parents or guardians.</li> </ul>
<i>Core lifts and exercises</i> may include:	<ul style="list-style-type: none"> <li>• abdominal</li> <li>• roll outs</li> <li>• reverse crunches</li> <li>• side bends</li> <li>• prone and hold</li> <li>• back:               <ul style="list-style-type: none"> <li>• bent over row</li> <li>• lateral pull down</li> </ul> </li> <li>• biceps:               <ul style="list-style-type: none"> <li>• biceps curl</li> <li>• hammer curl</li> </ul> </li> <li>• calves and ankles:               <ul style="list-style-type: none"> <li>• standing calf or heel raise</li> <li>• peroneal flexions and wobble board</li> </ul> </li> <li>• chest:               <ul style="list-style-type: none"> <li>• flat bench press and dumbbell version</li> </ul> </li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• incline dumbbell press and barbell version</li> <li>• forearms: <ul style="list-style-type: none"> <li>• wrist curl</li> </ul> </li> <li>• hip or thigh: <ul style="list-style-type: none"> <li>• hip sled</li> <li>• back squat</li> <li>• forward lunge</li> </ul> </li> <li>• shoulders: <ul style="list-style-type: none"> <li>• seated shoulder press</li> <li>• machine shoulder press</li> </ul> </li> <li>• triceps: <ul style="list-style-type: none"> <li>• lying triceps extension</li> <li>• triceps pushdown</li> </ul> </li> <li>• power exercises: <ul style="list-style-type: none"> <li>• push press and push jerk</li> <li>• clean and power clean</li> </ul> </li> <li>• proprioception and neuromuscular coordination exercises.</li> </ul>
<b><i>Organisational policies and procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• occupational health and safety</li> <li>• athlete assessment procedures</li> <li>• use, checking and storage of equipment</li> <li>• tagging faulty or damaged equipment</li> <li>• emergency procedures</li> <li>• confidentiality of participant information</li> <li>• time constraints and scheduling requirements.</li> </ul>
<b><i>Exercise techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• hand grips</li> <li>• stable body and limb positioning</li> <li>• movement range of motion and speed</li> <li>• breathing</li> <li>• spotting.</li> </ul>
<b><i>Equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• cardiovascular equipment</li> <li>• free weight equipment</li> <li>• hydraulic equipment</li> <li>• exercise balls</li> <li>• bars</li> <li>• steps</li> <li>• bands</li> <li>• resistance equipment</li> <li>• pin loaded equipment</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>electronically braked equipment</li> <li>air braked equipment</li> <li>pool based equipment.</li> </ul>
<b>Benefits</b> may include:	<ul style="list-style-type: none"> <li>physiological</li> <li>psychological</li> <li>social</li> <li>improved performance in chosen sport or competition.</li> </ul>
<b>Common types of injuries</b> may include:	<ul style="list-style-type: none"> <li><i>muscle or soft tissue injury</i></li> <li><i>back injury.</i></li> </ul>
<b>Best practice principles of strength and conditioning training</b> may include:	<ul style="list-style-type: none"> <li>the sport's coaches or instructors code of conduct policy developed by the peak bodies responsible for the development of teaching and coaching</li> <li>Australian Sports Commission Harassment-free Sport policy</li> <li>Australian Sports Commission's drugs in sport policy</li> <li>National Activity Organisation's regulations and guidelines.</li> </ul>
<b>Instructional techniques</b> may include:	<ul style="list-style-type: none"> <li>establishing a rapport</li> <li><i>verbal and non-verbal communication</i></li> <li>demonstration strategies</li> <li>motivational strategies.</li> </ul>
<b>Motivation techniques</b> may include:	<ul style="list-style-type: none"> <li>goal setting</li> <li>positive feedback.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Sport
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## Co-requisite units

<b>Co-requisite units</b>	
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<b>Co-requisite units</b>		

## Competency field

<b>Competency field</b>	
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