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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

CONTENTS • INHOUD

No.		Page No.	Gazette No.
GOVERNMENT NOTICES			
South African Qualifications Authority			
<i>Government Notices</i>			
229	National Standards Bodies Regulations: Standards Generating Bodies: NSB 07: Human and Social Studies	3	23170
230	do.: Standards Generating Body: NSB 07: Human and Social Studies	5	23170
231	Public notice by NSB 07, Human and Social Studies for the deregistration of an SGB for Traditions, History and Legacies.....	7	23170
232	Standards Generating Bodies: National Standards Body 09 Health Sciences and Social Services	8	23170
233	National Standards Bodies Regulations: Standards Generating Body (SGB) for Sport registered by NSB 02, Arts and Culture	13	23170
234	South African Qualifications Act, 1995: National Qualification Framework: Fitness industry training standards	35	23170

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 229

1 March 2002

The South African Qualifications Authority in terms of the National Standards Bodies Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Bodies:

NSB 07: HUMAN AND SOCIAL STUDIES

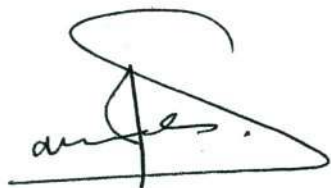
Additional Names for the SGB for Society and Environment Interactions

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Bangani Eric Ngeleza	KNC & Associates	KNC & Associates	M.Sc (UCT), B.A. Hons (UCT). Researcher, analyst, consultant and management facilitator and trainer in policy and environmental issues.
David Johannes Philippus De Waal	Afrosearch (Pty) Ltd	Afrosearch (Pty) Ltd	DLitt et Phill. (UNISA), M.A. (Stellenbosch). Senior consultant, specialist community based management, training and facilitation, community mobilization.
Mark John Custers	Eco Assessments cc	Eco Assessments cc	M.Ed (Wits), B.Sc. Honours (Botany). Experience in environmental management, business management, geographic information systems, conservation biology and presentations.
Gezani Lamson Maluleke	African Wildlife Foundation (AWF)	African Wildlife Foundation (AWF)	Certificate in Project Management (School of Public Management Development – Wits), Certificate in Leadership Training and Management (University of the North). Coordinating eco-tourism development programmes, cultural tourism projects, water projects, and policy.
Daniel K Irurah	University of Witwatersrand (Wits)	University of Witwatersrand (Wits)	Ph.D (Architecture) (University of Pretoria), M. Arch (Mater of Architecture) (University of Oregon). Consultancy, Project Manager - Housing policy, training and lecturing, researcher.

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Novuselelo Songelwa	The Rural Action Committee (TRAC) - Mpumalanga	The Rural Action Committee (TRAC) - Mpumalanga	M.Ed (UWC), B.Ed (University of Transkei), Gender and Environmental Co-ordinator, Environmental Education Officer, experience in monitoring and evaluation of projects and programmes, adult education and training.

Resignations

Ms L Masuku van Damme
Mr N Sutherland



JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

No. 230**1 March 2002**

The South African Qualifications Authority in terms of the National Standards Bodies Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Body:

NSB 07: HUMAN AND SOCIAL STUDIES**ADDITIONAL Names for the SGB for Islamic Studies**

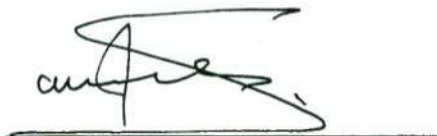
NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Waheeda Carvello	Al Ghazali College	Al Ghazali College	Currently completing Bachelor of Secondary Education (Unisa), Partial completion of B.Com (Unisa). Coordinator and facilitator for Islamic Studies department, developed Islamia programme for foundation phase, administrator and coordinator at Islamic Centre, administrative and public relations experience in Muslim Women's Movement of Southern Africa.
Nasiema Cassiem	Portavue Primary School	Portavue Primary School	Degree pf Bachelor of Theology (Islam) (Islamic College of Southern Africa), Bachelor of Social Science (Hons) (UCT). Publications, presentations, Islamic Studies teacher, Senior Primary teacher, research assistant.
Nazreen Dasoo	Rand Afrikaans University (RAU)	Rand Afrikaans University (RAU)	M.Ed (Wits), B.Ed (RAU). Lecturer in curriculum studies and Islamic studies methodology, financial management training, facilitator in economic and management sciences, primary teaching background
Mariam Elloker	Centre for Community Development of Vista University (CCDVista)	Voice of the Cape (News Media Group)	BA (University of Western Cape), Nursery Schools Assistant's certificate. Adult education training, experience in print support material for TV programmes for young children, trained foundation phase subject advisors and teachers in outcomes based education and training, ECD curriculum development.

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Ishmael Vuysile Gqamane	Muslim Judicial Council	Muslim Judicial Council	BA (Islamic Law) (Madinah University), Diploma in Arabic (Madinah University). Memorised the Qur'an, education coordinator for Muslim community and teaching experience in Arabic and Islamic studies (Arabic reading).
Taha Karaan	Dar al-ulum (Cape Town)	Muslim Judicial Council	Graduated from Darul Uloom Deoband (India), Completed two year postgraduate Diploma at Higher Institute for Islamic Studies in Cairo (Egypt) Principal of Islamic Theological college (Western Cape), Executive member of first Muslim Personal Law Board.
Faaiza Largadien	Full time Masters Student (Dept of Islamic Studies), Rand Africans University (RAU)	Rand Afrikaans University (RAU)	B.A (Islamic Studies) (RAU), B.A (Unisa), Partial Completion of B.Ed (RAU), Teachers Diploma (Rand College of Education). Lectured at Technical College, lecturer at a College of Education, experience in adult education, taught at senior primary and secondary level.
Tahir Sitoto	University of Natal	University of Natal	Currently completing a Masters Degree (UCT), B.Soc.Sci. (Hons)(UCT), Diploma in Arabic language (Arabic Language Institute, King Saud University, Saudi Arabia). Islamic theological training, research, lecturing experience on Islam, translation.
Ismail Variawa	Radio Islam	Radio Islam	Teacher's Diploma Secondary (Transvaal College of Education), Diploma of Remedial Education (Wits). Programme manager, lecturing in teaching methodology and communications, teaching experience in special and remedial education, curriculum development and learning programmes for madressas (Grade 1 to 12).

Resignations

Mr Mohammad Bilal Ahmed
Mr Yousuf Dadoo
Mr Nazeem M L Goolam
Mr S M I Riba
Mr Yusuf Wadee

Mr Yusuf Dadabhay
Mr Yahya Essack
Mr Yousuff Mohammedy
Ms Shamimah Vally



JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

**PUBLIC NOTICE BY NSB 07, HUMAN AND SOCIAL STUDIES FOR THE
DEREGISTRATION OF AN SGB FOR TRADITIONS, HISTORY AND LEGACIES**

NSB 07 in accordance with the NSB regulations 19(1)(c) hereby withdraws the recognition and establishment of the SGB for Traditions, History and Legacies as requested by the majority of the sub-field stakeholders. The decision for deregistration of the above SGB was based on the following reasons:

1. The majority of stakeholders and members felt that the brief did not adequately accommodate the needs of the sub-field, particularly if all the groups/disciplines are included under one SGB.
2. It was established at a recent Stakeholder meeting that unit standards and/or qualifications are needed for at least History, Archaeology and Anthropology.
3. The NSB 07 has decided to recognise separate SGBs for Historical Studies, Archaeology and Anthropology.
4. The NSB 07 has received applications to recognise a SGB for Historical Studies and a SGB for Archaeology.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09 Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as an SGB applicant below.

In addition, the NSB invite submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below **by not later than 31 March 2002**. All correspondence should be marked **SGB Formation – NSB 09, SGB for Public Health** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by its National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
- (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
- (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN
APPLICATION TO REGISTER AN SGB FOR PUBLIC HEALTH**

NSB 09 has received an application to recognise and register an SGB for Public Health for NQF levels 4 – 8.

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Public Health from NQF level 4 through to NQF level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of public health in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Certificate in Public Health at NQF level 4;
 - Certificate in Hospital Health Management at NQF level 5;
 - Certificate in District Health Management at NQF level 5
 - Certificate in Environmental Health Risk Sciences at NQF level 5
 - Certificate in Health Promotion at NQF level 5
 - Bachelor's degrees in Public Health at NQF level 6;
 - Post Basic Diploma in Tropical Health at NQF level 6;
 - Post Basic Diploma in Public Health at NQF level 6;
 - Post Basic Diploma in Health Systems Management at NQF level 6;
 - Post Basic Diploma in Health Measurement at NQF level 6;
 - Post Basic Diploma in Occupational Health at NQF level 6;
 - Post Basic Diploma in Epidemiology at NQF level 6;
 - Honours degrees in Public Health at NQF level 7
 - Master's and Doctoral degrees in Public Health at NQF level 8 [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the relevant Professional Councils [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of public health [*Regulation 24(1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION / EXPERIENCE
Barratt, G	Technikon Natal Dept of Environmental Health	Technikon Natal	B Tech Environ Health; Experience: 27 years; Teaching: 4 years
Cameron, N	Stellenbosch University Dept. of Community Health	Stellenbosch University	MBChB; BSc Hons; Experience: 29 years; Teaching: 1 years
Cannon, D	Eastern Seaboard Association of Tertiary Institutions esATI / Mangosuthu Technikon	esATI	Dip Public Health/Dip Ed Experience: 38 years; Teaching: 15 years
Chetty, K	National Department of Health	National Department of Health	MBChB; FFCH; BSc Epi; Experience: 17 years; Teaching: Nil
Dennill, K	Thusano School of Public Health	National Society of Community Nurses	BCur Hons; Experience: 30 years; Teaching: 27 years
Dudley, L	City of Cape Town (Uniciti)	SA Public Health Association	MBChB; MSc Med; Experience: 13 years; Teaching: Nil
Herman, A	National School of Public Health	National School of Public Health	MBChB; PhD Med; Experience: 23 years; Teaching: 18 years
Human, S	UNISA	Democratic Nursing Organisation of South Africa (DENOSA)	D Cur; Experience: 26 years; Teaching: 16 years
Jinabhai, C	Department of Community Health Natal University	Natal University	MBChB; FFCH; Mmed; Experience: 25 years; Teaching: 18 years
Joseph, T	Hospital Association of South Africa (HASA)	HASA	MBL; Bcom; BSc; Experience: 12 years; Teaching: Nil
King, L	Department of Advanced Nursing Science UNISA	UNISA	RN; D Litt et Phil; Experience: 30 years; Teaching: 27 years
Lamprecht, J	School of Pharmacy University of Potchefstroom	University of Potchefstroom	M Com Pharm; Experience: 27 years; Teaching: 4 years
Lorenzo, T	Faculty of Health Sciences University of Cape Town	University of Cape Town	MSc Occ Therapy; Experience: 16 years; Teaching: 5 years
Makwentshu, M	Reproductive Health Research Unit Dept. of Onc. Chris Hani Baragwanath Hospital	Gauteng Province Department of Health	RN; DLitt et Phil; Experience: 23 years; Teaching: 4 years
Masango, A	Pharmacy Council of SA	Pharmacy Council of SA	B Pharm; Msc Med; Experience: 14 years; Teaching: Nil
Mekwa, J	Forum of University Nursing Departments in South Africa (FUNDISA)	FUNDISA	RN; PhD; Experience: 30 years; Teaching: 14 years
Naidoo, S	WITS School of Public Health	University of the Witwatersrand	MBChB; FFCH; Mmed; Experience: 17 years; Teaching: 2 years

Newberry, N	ML Sultan Technikon	ML Sultan Technikon	B Tech Environ Health; Experience: 30 years; Teaching: 35 years
Pick, W	WITS School of Public Health	Thusano School of Public Health	MBChB; FFCH; Mmed; Experience: 30 years; Teaching: 12 years
Puoane, T	Medical Research Council	University of Cape Town	RN; DPh Nutrition; Experience: 27 years; Teaching: 15 years
Radebe, B	School of Health Systems and Public Health Pretoria University	Pretoria University	MBChB; Experience: 9 years; Teaching: 2 years
Ramadi, G	SA Nursing Council (SANC)	SANC	B Tech Environ Health; Experience: 30 years; Teaching: 17 years
Sanders, D	Public Health Programme University of Western Cape	University of Western Cape	MBChB; DipPH; MRCP; Experience: 31 years; Teaching: 25 years
Swart, A	School of Public Health Technikon Witwatersrand	Technikon Pretoria	M Tech Envir; DPh; Experience: 14 years; Teaching: 4 years
Zwane, C	Department of Health and Welfare Northern Province	Department of Health and Welfare Northern Province	B Cur Hons; Experience: 27 years; Teaching: 2 years

No. 233

1 March 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Sport

Registered by NSB 02, Arts & Culture, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 31 March 2002***. All correspondence should be marked **Standards Setting – SGB for Sport** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 482 0907



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

Diploma in Coaching Science

Field : Arts & Culture

Sub-field : Sport

NQF level : 5

Credits : 241

Rationale of the Qualification:

The design and establishment of a coaching diploma qualification must aim to:

- (a) Develop appropriate skills and knowledge required for coaching intermediate and advanced level performers.
- (b) Ensure that coaching practices applied to intermediate and advanced level sport participants adhere to sound principles drawn from sport science.

The role of sport in South Africa continues to grow in economic and political importance. This development is based on the achievement of high degrees and skill in performance the capacity of South Africans to compete successfully in the international sporting arena. In order to continue this trend, sport coaches must facilitate the pursuit of excellence in sport, which is based on the systematic application of the principles of sport science to the design and implementation of training and competition schedules.

Only those coaches who have learned how to apply the most recent discoveries in sport science will be able to take intermediate level performers and help them raise their performance standard to the top/advanced levels. Substantial advances in the areas of nutrition and ergogenic aids, for example, have changed the knowledge base of coaching advanced level performers. Additional options in the use of technology to enhance performance have also raised the sophistication of the scientific knowledge base needed by coaches at this level. New approaches in sport psychology and mental skills training have also had an impact on how coaches at this level should conduct practice sessions and deal with sport performers.

A unified approach to the delivery of advanced coaching education according to the most recent advances in sport science will promote the development of South Africa as an international force in sport. It is in this context that this qualification is proposed.

Purpose of the Qualification:

A qualifying learner who has achieved this qualification will be able to:

1. Coach **intermediate and advanced sport performers** in one chosen sport of specialisation.
2. Provide sport opportunities to intermediate and advanced performers in a manner that will contribute to community development as well as raise the standard of sport in South Africa.
3. Assume job responsibilities as a head sport coach in schools, clubs and private institutions, provincial and national academies and sport codes, as well as pursue a career as a self-employed private coach.

Learners who complete this qualification will have acquired the qualities of self-confidence, leadership and good communication skills. Learners will be prepared to assume responsibilities for sport development and top level sport within their sport specialisation, as well be positioned to further their learning in other aspects of sport and exercise science.

	Level 2	Level 5	Level 6	Total
Fundamental	3	38	0	41
Core	0	80	70	150
Elective	0	50	0	50
Total	3	168	70	241

ACCESS TO THE QUALIFICATION

Open Access

LEARNING ASSUMED TO BE IN PLACE

Level 5 Certificate in Coaching Science (Note: the Level 5 Certificate in Coaching Science is not embedded in this Level 5 Coaching Diploma. This means that the National Diploma is 241 credits beyond the National Certificate, and it must focus on the same sport specialisation).

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Respond to the unique demand of the South African sporting context regarding top level sport.
2. Reflect an understanding of the interdependence of assessment, fitness, skill & tactics, nutrition and sport psychology in the design of a periodised training year.
3. Demonstrate a current knowledge of the rules of his/her sport of specialisation, including knowledge about the use and abuse of drugs and other ergogenic aids related to sports performance.
4. Communicate effectively with players, colleagues, employers, parents/guardians, the sporting public and the media.
5. Understand the scope of legal and ethical responsibilities that comes with a coaching position, i.e. prevention, care and management of sport injuries, player health and safety, travel/transport, and contractual obligations.
6. Provide and modify intermediate and advanced level sport experiences according to the social, emotional and physical changes that occur as players develop from childhood through youth to adulthood.
7. Demonstrate a commitment to the principles of inclusion in all coaching practices, with special reference to girls/women, persons with disabilities, and other individuals from disadvantaged backgrounds.

ASSOCIATED ASSESSMENT CRITERIA

Assessors should look for the following competencies within a single sport code (to be selected by the learner):

The learner must demonstrate an ability to consider a range of options and make decisions about:

1. Implementing a series of effective practice sessions for intermediate and/or advanced level sport performers in one chosen sport of specialisation.
2. Implementing a series of effective practice sessions for intermediate and/or advanced level sport performers with disabilities in the chosen sport of specialisation.

The learner must demonstrate an understanding of:

1. The role of sport participation in life skill development, including "life after sport."
2. The impact of a philosophy of sport and code of ethics on coaching, with specific reference to the professionalisation of sport.
3. The scope of legal and ethical responsibilities that comes with coaching specifically at the top level, e.g. liability, working with minors, etc.
4. Relationships among coaches, selectors, sport administrators, players, the media, and the public.
5. The political significance of the sport and sport politics.
6. The sport structures and agencies that support national, regional and international competition.
7. The organisation and administration of training camps.
8. Contracts and contractual obligations of coaches, players, management, etc.
9. Issues surrounding the funding of sport.
10. How to prepare a team for a tournament/competition.
11. How to design and implement long-term training programmes. e.g. 2 years (full periodisation of training).
12. How to apply the principles of sport psychology to support intermediate and advanced players' development and level of achievement (Sport Psychology).
13. How vision, perception and decision-making support top level sport performance
14. The advanced biomechanics of the sport.
15. Sport nutrition and the use of ergogenic aids in the sport.
16. Alternative models of talent development appropriate to the sport.
17. Selection of coaching methods/styles for intermediate and advanced participants.
18. How to use basic statistical packages and data bases to manage coaching information.

The learner must demonstrate the ability to:

1. Coach and develop advanced technical and tactical skills in the sport.
2. Develop player profiles for individual and team members.
3. Apply rules in games situations to support to maximise opportunities for participants to succeed.
4. Identify technical and tactical faults and offer means of correction.
5. Communicate effectively with all stakeholders.
6. Use current technology (commercially available) to support coaching.
7. Keep statistical records with regard to competitions and training schedules.
8. Use positive forms of motivation and corrective feedback to promote continuous improvement.
9. Maintain a safe environment for intense competition.
10. Modify practice activities to continuously challenge the fitness and/or skill development of the participants.
11. Apply first aid and injury management.
12. Read current sport science research and apply the results to coaching practices.

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against coaching qualifications in Australia, Canada, Great Britain, New Zealand and the United States of America, and shows substantial degree of similarity. The concept of a single qualification that includes fundamental knowledge of sport science and the

common principles of effective coaching is common to these qualifications. The addition of applied coaching experience within a specific sport is part of the qualification in Australia.

The mandatory addition of an understanding of inclusion and practical experience in coaching persons with disabilities is unique to South Africa and may be regarded as a reflection of the commitment to equity in the South African Constitution.

INTERGRATED ASSESSMENT

Intergrated assessment at the level of this qualification provides an opportunity for learners to show that they are able to intergrate concepts, ideas and actions in order to achieve competence in coaching that is grounded in scientific knowledge. Intergrated assessment must judge the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account the thinking and decision making that underpins their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature.

A broad range of task oriented and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

RECOGNITION OF PRIOR LEARNING

Any learner who believes he/she has all of the competencies identified above should apply for recognition to an accredited service provider of the Diploma in Coaching Science.

ARTICULATION POSSIBILITIES

This qualification has been developed for professional coaches across the sporting industry and it is intended to professionalise coach education and uplift the standard of coaching in South Africa.

Sport Federations can use this qualification for developing coaches and enhance their scientific knowledge to coaching at advance levels. This qualification will provide articulation with a range of qualifications in fitness, sport science and sport management areas of practice.

MODERATION OPTIONS

- Anyone assessing a learner against any of the unit standards in this qualification must be registered with the relevant ETQA.
- Any institution offering learning that will enable achievement of the unit standards in this qualification or will assess the unit standards in this qualification must be accredited as a provider or assessor with the relevant ETQA.
- The criteria for the assessment of modules associate with actual coaching experience must be approved by the National Federation of the sport of specialization involved and the criteria for successful coaching of persons with disabilities must be approved by Disability Sport South Africa in consultation with the relevant ETQA. It is the responsibility of the provider of the qualification to obtain this approval in writing prior to offering these modules.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore, anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor, and provider institution that are accredited by the relevant ETQA.

Criteria for registration of assessors.

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience

- Declared competent in all the outcomes of the National Assessor Unit Standard as stipulated by SAQA
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Meet any other stipulated requirements by the relevant ETQA.

Unit Standards at NQF Level 2

- Title: Organise oneself in the workplace (ID 8618)

Unit Standards at NQF Level 5

- Title: Operate a personal computer (ID 7547)
- Title: Plan & conduct a research project (ID 8559)
- Title: Examine social features as pertaining to the workplace (ID 8664)
- Title: Apply communication skills in the workplace (ID 8647)
- Title: Demonstrate an understanding of professional values and ethics (ID 8612)
- Title: Analyse external factors influencing people who have special needs (ID 8570)
- 1. Title: Apply the principles and methods of sport fitness conditioning.
- 2. Title: Identify and develop talent in sport.
- 3. Title: Periodise training and the training year.
- 4. Title: Address issues related to injuries and health in sport.
- 5. Title: Coach sport to intermediate and/or advanced level performers: sport specialisation
- 6. Title: Coach sport to intermediate and/or advanced level performers with disabilities
- 7. Title: Describe the organisation of sport in South Africa.
- 8. Title: Apply entrepreneurship to the administration of a Sport, Recreation or Fitness business.
- 9. Title: Conduct a screening procedure.
- 10. Title: Operate as a professional coach.

Unit Standards at NQF Level 6

- 1. Title: Apply knowledge of anatomy and biomechanics to the analysis of performance.
- 2. Title: Reflect an understanding of the physiological capacity for sport and exercise performance.
- 3. Title: Develop the social and psychological aspects of sport performance.
- 4. Title: Provide advanced motor skill and tactical learning.
- 5. Title: Promote sound policies about sport nutrition.
- 6. Title: Evaluate sport performance.

UNIT STANDARDS FOR DIPLOMA IN COACHING SCIENCE**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5****Unit standards titles and specific outcomes at NQF level 5****1. Title: Apply the principles and methods of sport fitness conditioning**

- Specific outcome 1. Describe the programming principles that guide conditioning for sport, e.g. overload, recovery, specificity, recovery, reversibility and individuality. For example: (Explain how a coach can apply these principles to design a fitness programme that develops. The different energy systems required for a specific sport.)
- Specific outcome 2. Develop training programmes within a single sport for performers on the intermediate, advanced and elite levels. For example: (Explain how these training programmes incorporate the programming principles into their design. Describe and analyse the effects of different levels of physical fitness on sport performance.)
- Specific outcome 3. Identify and teach the appropriate exercise techniques to develop endurance, strength, flexibility speed and power for a specific sport. For example: (Identify and apply a variety of dynamic and static stretching techniques and explain their relevance to a specific sport. Identify different types of resistance training programmes and outline the relative importance of each in terms of conditioning for selected sports. Present a series of resistance training sessions appropriate for a specific sport. Present a series of speed and power training sessions appropriate for a specific sport.)
- Specific outcome 4. Design and implement challenging conditioning programmes that respond to the sport-specific profiles and the conditioning needs of sport performers at the elite level. For example: (Conduct fitness conditioning sessions for performers in a selected sport. Outline and discuss the fitness requirements of specific sports and specific playing positions within specific sports.)
- Specific outcome 5. Compare and contrast various approaches to sport fitness conditioning in a range of situations. For example: (Describe the various teaching/coaching methods for presenting sport fitness conditioning sessions. Present training sessions using the various teaching/coaching methods for presenting sport fitness conditioning sessions. Recommend methods of evaluating the success of a fitness conditioning programme. Evaluate the content of a fitness conditioning programme in relation to the energy system requirements of a specific sport.)

2. Title: Identify and develop talent in sport

- Specific outcome 1. Describe the range of laboratory and field tests that can be use for talent identification purposes. For example: (Identify the key performance parameters that predict future achievement in selected sports. Identify where and how talent assessment tests can be administered, data interpreted, and reports obtained. Identify the different ages as which talent identification is best conducted for different sports.)
- Specific outcome 2. Describe the optimal approaches to talent identification and development according to the "continuum" of predictability of future performance. For example: (Contrast the different approaches to talent identification in sports where success draws heavily from pure genetic and physiological characteristics as opposed to those sports where success is more a function of past experience and quality coaching. Contrast the different demands on talent and ability between sports dominated by closed skills and those where tactics/strategic abilities are crucial to success.)
- Specific outcome 3. Outline the need for talent identification, selection and development and the optimum age to screen children and adolescents for selected sports. For example: (Define the terms talent screening, talent identification, talent selection and talent development. Explain the developmental factors, including maturation, that must be considered in any talent identification and development programme. Discuss the ethical implications of implementing a talent identification and development programme.)
- Specific outcome 4. Plan a talent identification and development programme for a selected sport. For example: (Describe the main training emphasis at each stage of development throughout a performer's career in the selected sport. Describe the testing procedures, management of data, and management of selected performers. Describe the talent development programme to follow the talent identification phase. Suggest way for funding the talent identification and talent development phases of the plan.)

3. Title: Periodise training and the training year

- Specific outcome 1. Compare and contrast the range of schedules for the periodisation of training. For example: (Define the different phases of the training year, e.g. general preparation, specific preparation, competition, etc. Define the key concepts of microcycle, mesocycle and macrocycle. Explain how the concepts of intensity, duration, frequency, recovery and taper affect the content and scheduling of cycles in the training year. Identify the different ages as which talent identification is best conducted for different sports.)
- Specific outcome 2. Compare the advantages and disadvantages of different kinds of training for optimising performance. For example: (Identify the objectives of each type of training. Discuss the range of training programmes that meet the needs of elite athletes in a selected sport. Identify appropriate recovery activities for a sport.)
- Specific outcome 3. Describe the differences in the periodisation of training according to the level of performers' expertise and training age. For example: (Describe the characteristics of the "train to train" stage, the "train to compete" stage, and the "train to win" stage. Discuss the different patterns recommended for the development of expertise in different sports.)

- Specific outcome 4. Draft a periodised year plan including all aspects of training and preparation in a selected sport. For example: (Outline the methods of achieving optimum preparation through appropriate training methods in the sport. Justify the identification of competition phases and the potential for "peaking" in the plan. Explain the pattern for integrating fitness, skill, tactical, nutritional and mental skills training in the sport. Integrate appropriate recovery activities in the training plan throughout the year. Present the methods for evaluation of the progress and ultimate success of the plan.)

4. Title: Address issues related to injuries and health in sport

- Specific outcome 1. Describe the aetiology and incidence of specific sport injuries. For example: (Identify the causes and recommendations for preventing lower extremity injuries. Identify the causes and recommendations for preventing upper extremity injuries. Identify the causes and recommendations for preventing back and spinal injuries. Identify the causes and recommendations for preventing head injuries. Identify the causes and recommendations for preventing eye and ear injuries.)
- Specific outcome 2. Analyse the anatomical and physiological factors underlying injuries in a selected sport and discuss injury prevention techniques. For example: (Discuss the fitness and skill training measures taken to prevent injuries. Identify the causes of injuries in the selected sport and indicate the impact of each injury in relation to time out-of-training and period of rehabilitation. Describe the appropriate response to sudden injuries in the selected sport, including first aid and subsequent emergency procedures. Identify appropriate recovery activities for a sport. Discuss the impact of various injuries on the periodisation of the training year. Identify the causes of over-use injuries and indicate strategies to avoid them.)
- Specific outcome 3. Describe the psychological impact of injury on sport performance. For example: (Discuss the implications of traumatic injury on the individual performer and where applicable, the team. Discuss the implications of chronic injury on playing potential and self-confidence. Identify strategies to include injured performers in continuing development.)
- Specific outcome 4. Establish ethical guidelines for promoting player health and safety. For example: (Develop guidelines for appropriate intensity and duration of training sessions for children. Follow a system of regular medical evaluations for performers. Develop a protocol for managing data related to all injuries and illnesses, and make the data available to medical support personnel. Maintain strict rules about first aid and emergency procedures. Examine the legal as well as health implications of letting performers participate prior to receiving medical clearance. Understand the principle of confidentiality when discussing health issues with individuals.)
- Specific outcome 5. Identify the key health issues affecting sport performers. For example: (Investigate the possibilities of getting health insurance for performers. Discuss the role of nutrition and general lifestyle in the maintenance of health. Include issues of general physical health, eye health, dental health and mental health in discussions with performers. Discuss health issues with performers, including HIV aids, blood and body fluid infections, and the importance of reporting of all health problems to coaches.)

5. Title: Coach sport to intermediate and/or advanced level performers: sport specialisation

- Specific outcome 1. Act in a professional manner in the role of a coach. For example: (Behave in a manner consistent with the pursuit of high levels of achievement. Prepare for all coaching sessions and be prompt and well-organised in the delivery of all coaching services. Use language and mannerisms that show respect for sport participants, technical officials, co-workers, supervisors, parents and spectators.)
- Specific outcome 2. Complete a successful coaching experience with intermediate and/or advanced level performers in the sport specialisation in which the learner has the National Certificate in Coaching Science NQF level 5..For example: (Observe the performers in order to determine their needs. Establish specific objectives for performance enhancement of these performers. Implement a series of practice sessions, producing session-by-session descriptions of specific objectives and activities to promote performance enhancement. Implement the planned sessions, evaluating success after each session and adjusting plans for subsequent sessions based on that evaluation. Provide coaching support for these performers during a competitive event. Evaluate the overall effectiveness of the coaching experience and make recommendations for further development efforts for the participants.)
- Specific outcome 3. Submit a plan to periodise an entire training year for intermediate or advanced performers in the sport of specialisation. For example: (Implement practice sessions that produce improvement in participants' fitness for their sport. Implement practice sessions that teach participants how to use mental skills to improve their performance. Encourage a positive learning atmosphere in coaching sessions. Incorporate discussions of nutritional strategies into the coaching plan. Maximise assertion and minimise aggression among performers.)
- Specific outcome 4. Reflect on one's own coaching performance in terms of the principles of effective coaching. For example: (Keep a personal coaching log that records session-by-session thoughts about coaching. Identify one's own particular coaching strengths and propose ways to capitalise on those strengths. Identify one's own particular coaching weaknesses and propose ways to address improvement.)

6. Title: Coach sport to intermediate and/or advanced level performers with disabilities

- Specific outcome 1. Act in a professional manner in the role of a coach. For example: (Behave in a manner consistent with the pursuit of high levels of achievement. Prepare for all coaching sessions and be prompt and well-organised in the delivery of all coaching services. Use language and mannerisms that show respect for sport participants, technical officials, co-workers, supervisors, parents and spectators, etc.)
- Specific outcome 2. Complete a successful coaching experience with intermediate and/or advanced level performers in the sport specialisation in which the learner has earned the National Certificate in Coaching Science NQF level 5. For example: (Observe the performers in order to determine their needs. Identify any rule or other technical modifications in the sport specialisation. Check with national classifiers to determine the functional capabilities of the performer(s). Interview the performer(s) to determine their personal goals for improvement. Establish specific objectives for performance enhancement. Plan a series of practice sessions and produce session-by-session written coaching plans that will promote performance improvements. Implement the planned sessions, evaluating success after each session and adjusting plans for subsequent sessions based on that evaluation. Provide coaching support for these performers during a competitive event. Evaluate the overall effectiveness of the coaching experience and make recommendations for further development efforts for the participants.)
- Specific outcome 3. Incorporate principles of sport science into coaching. For example: (Implement practice sessions that produce improvement in participants' fitness for their sport. Implement practice sessions that teach participants how to use mental skills to improve their performance. Encourage a positive learning atmosphere in coaching sessions. Ensure that the performer attempts to use one or more mental skills techniques to enhance performance.)
- Specific outcome 4. Submit a plan to periodise an entire training year for intermediate or advanced performers in the sport of specialisation. For example: (Implement practice sessions that produce improvement in participants' fitness for their sport. Implement practice sessions that teach participants how to use mental skills to improve their performance. Encourage a positive learning atmosphere in coaching sessions. Incorporate discussions of nutritional strategies into the coaching plan.)
- Specific outcome 5. Reflect on one's own coaching performance in terms of the principles of effective coaching. For example: (Keep a personal coaching log that records session-by-session thoughts about coaching. Identify one's own particular coaching strengths and propose ways to capitalise on those strengths. Identify one's own particular coaching weaknesses and propose ways to address improvement.)

7. Title: Describe the organisation of sport in South Africa

- Specific outcome 1. Analyse the impact on the coach of changes in coaching and sport in South Africa. For example: (Identify major changes that are occurring in the sporting industry, both nationally and internationally. Describe the positive and negative effects of changes in the coaching workplace. Describe the impact of the status of school sport and physical education on the coaching workplace. Describe different ways of coping with change.)
- Specific outcome 2. Identify sources for funding and sponsorship in South African sport. For example: (Identify relevant programmes sponsored by government agencies that support sport development from the beginner to the advanced levels. Identify relevant non-government agencies that support sport development from the beginner to advanced levels.)
- Specific outcome 3. Discuss the role of the statutory and non-statutory bodies that govern sport. For example: (Examine the policy documents that guide South African sport, e.g. the White Paper, etc. Explain the role of the National Olympic Committee of South Africa (NOCSA). Explain the role of Disability Sport South Africa (DISSA, formerly the National Paralympic Committee of South Africa). Explain the role of Sport and Recreation South Africa. Explain the roles of Provincial, municipal and local governments in sport.)
- Specific outcome 4. Examine the relevant policies of the major sporting organisations that govern one selected sport. For example: (Determine the talent identification and development pathways in this sport. Describe the pathways for intermediate and advanced level performer skill development. Identify the range of facilities and services provided regionally to support this sport. Propose programmes to support or improve the current approach to performer development from the beginning to advanced levels in this sport. Debate the role of this sport in the context of transformation in South African Society. Identify past patterns of discrimination in this sport and discuss measure taken/to be taken to redress inequities.)

8. Title: Apply entrepreneurship to the administration of a sport, recreation or fitness business

- Specific outcome 1. Implement a business plan which incorporates. For example : (A marketing strategy. A sales strategy and carry out a sales interview. A customer service strategy, which includes measurable customer service policies and practices.)
- Specific outcome 2. Plan and implement an operations procedure for the running of a department or a small fitness, sport or recreation business.
- Specific outcome 3. Carry out administrative functions to support a fitness business strategy.
- Specific outcome 4. Carry out accounting and financial practices to support a fitness business strategy.
- Specific outcome 5. Comply to legal and ethical business practices.
- Specific outcome 6. Define entrepreneurship and explain the characteristics of successful entrepreneurs.

- Specific outcome 7. Implement the factors that contribute to the success of a fitness, recreation or sport business.

9. Title: Conduct a screening procedure

- Specific outcome 1. Collect data in a client sensitive manner. For example : (Use accepted questionnaires and ask questions in an empathetic way)
- Specific outcome 2. Interpret data in order to make decisions for participation or for physical activity readiness and provide relevant feedback. For example: (Identify the outcomes and provide feedback on the information. Clarify goals and establish whether they are realistic.)
- Specific outcome 3. Assist the participant in making informed decisions in setting goals. For example : (Give information regarding lack of fitness and help participant decide on choice of exercise or training.)
- Specific outcome 1. Manage data in order to provide continuity of support to the participant. For example : (Keep records in chronological order. Record recommendations and information given that there is a base line information and updates can be made.)

10. Title: Operate as a professional coach

- Specific outcome 1. Formulate a personal philosophy of coaching that reflects an understanding and respect for sport participants. For example: (Examine the role of a coach in the life of a child. Note the developmental differences in the role of a coach as sport performers become older as well as more skilful. Identify and justify professional standards in coaching, i.e. ethics of coaching.)
- Specific outcome 2. Identify and implement effective coaching behaviours that impact on the coaching of children and adolescents, specifically at the beginning and intermediate levels. For example: (Discuss the responsibilities of the coach as a model. Discuss the differences between coaching children and coaching adolescents. Determine a process for self-reflection on coaching behaviour. Determine how to implement strategies for effective communication. Implement a self-evaluation strategy to improve personal effectiveness as a coach.)
- Specific outcome 3. Identify and discuss the impact of the key components and management structures of a selected sport at local, national and international levels. For example: (Describe the provincial, national and international structure of a sport. Describe the relationship between the management structure of a sport and efforts to transform that sport within the South African context. Describe the relationship between the management structure of a sport and efforts to develop that sport within the South African context. Describe the relationship between the management structure and the organisation of provincial and national competitions in that sport.
- Specific outcome 4. Outline the development pathway for selection into the provincial and national teams and explain the implication of these pathways for a sport programme. For example: (Describe how coaching beginner and intermediate level performers can impact on the overall development of top-level sport. Design a strategy to involve family, school and community support in the development of strong children's and youth sport programmes.)

- Specific outcome 5. Compare typical sport employment scenarios for coaches, administrators, technical officials and sport performers. For example: (Describe career options for coaches in a sport. Explain the essential elements of a sport contract. Discuss the legal implications of typical work arrangements of coaches. Discuss situations where coaches may incur liability. Discuss the legal differences between being an employee and an "independent contractor.")
- Specific outcome 6. Identify the sport science and sports medicine services that are available to provide support for the development of sport expertise. For example: (Define the following: sport scientist, sport dietician, sport psychologist, sports medicine physician, biokineticist, physiotherapist, and sports conditioning specialist. Describe and access sources of sport science and sports medicine expertise.)

UNIT STANDARDS FOR DIPLOMA IN COACHING SCIENCE**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 6****Unit standards titles and specific outcomes at NQF level 6****11. Title: Apply knowledge of anatomy and biomechanics to the analysis of sport and exercise performance**

- Specific outcome 1. Describe the anatomical structure of the human body. For example: (Describe the structure and functions of bones and joints in relation to movement. Describe the structure and function of the muscular system in relation to movement.)
- Specific outcome 2. Demonstrate knowledge of concepts relating to the forces that cause a body to move. For example: (Explain the concepts of motion (displacement, velocity and acceleration in relation to linear motion and angular motion) in relation to sport performance. Explain the concept of force in relation to sport performance. Explain the concept of momentum in relation to sport performance.)
- Specific outcome 3. Analyse, implement and evaluate ways of improving sport performance by applying biomechanical principles to a specific sport. For example: (Select a single sport skill and identify the key elements of efficient and effective performance. Analyse the performance of a complex skill within a game and describe the key cues or mechanical corrections that could be given to the performer.)
- Specific outcome 4. Apply field-based biomechanical observation for movement analysis. For example: (Examine photographs of sport performance in order to identify key mechanical features (correct features as well as errors). Examine videotapes of sport performance in order to identify key mechanical features (correct features as well as errors). Examine the coaching implications of using biomechanical principles to analyse sport and exercise performance.)
- Specific outcome 5. Apply biomechanical analysis in assisting a performer in a specific sport. For example: (Outline and describe the mechanical characteristics of an individual performer.)

12. Title: Reflect an understanding of the physiological capacity for sport and exercise performance

- Specific outcome 1. Demonstrate an understanding of skeletal muscle response to exercise and the factors influencing the development of muscle tissue. For example: (Describe the mechanical and electrical properties of muscles. Describe the adaptations that occur in muscle during training.)
- Specific outcome 2. Demonstrate an understanding of respiration and circulation during rest and exercise. For example: (Describe respiratory and cardiovascular control mechanisms. Predict and explain the changes in respiration and circulation during exercise and in conditions of blood loss, fluid imbalance, thermoregulatory and nutritional stress.)

- Specific outcome 3. Describe the role of hormones in control of respiratory, circulation and metabolism during exercise and sport performance. For example: (Outline the endocrine system's role in energy production during exercise. Describe the role of the endocrine system in the maintenance of fluid balance.)
- Specific outcome 4. Demonstrate an understanding of environmental influences and their effect on health and sport performance. For example: (Explain the physiological responses to hot, cold, hypobaric and hyperbaric environments. Discuss strategies for acclimatisation for exercise, sport training and for competition.)
- Specific outcome 5. Explain the physiological considerations when participating in unique sporting events. For example: (Examine the special requirements of ultra-endurance events. Examine the special requirements of "collision" sports, e.g. rugby, judo, etc.)
- Specific outcome 6. Examine sport specific profiles that identify the physical needs of sport performers at the elite level. For example: (Identify the physiological and training characteristics of elite performers in a range of sports. Design physical profiles of performers in a variety of sports, ranging from running, cycling and swimming to bowls and shooting to tennis and badminton to cricket to rugby and soccer.)

13. Title: Develop the social and psychological aspects of sport performance

- Specific outcome 1. Develop practice activities/games designed to promote team cohesion and co-operation. For example: (Explain the relationship between group performance and group dynamics. Identify practical guidelines for promoting cohesion. Describe the role of co-operation in competitive sport contexts. Identify practical guidelines for eliminating "social loafing.")
- Specific outcome 2. Identify and describe the mental skills required for successful performance in sport. For example: (Outline the underlying principles of a variety of mental skills relevant to sport. Describe the psychological demands of a specific sport. Outline the mental skills training needed by performers in that specific sport.)
- Specific outcome 3. Discuss the possible influences of the psychological aspects of sport on individual performers. For example: (Explain the interrelationship between mental skills and sport performance. Analyse the impact of anxiety and competitive stress on performers. Examine competition as a form of social evaluation. Identify the effects of sports participation on character development and sportsmanship. Define the "flow" state and describe how it can impact performance.)
- Specific outcome 4. Critique a mental skills training programme for sport. For example: (Describe the range of situations in which mental skills training may be important. Identify and describe the elements of a mental skills training programme for intermediate level performers. Identify and describe the elements of a mental skills training programme for advanced level performers.)

- Specific outcome 5. Describe the psychological trauma of sport injuries and retirement/termination from sports participation. For example: (Discuss approaches to mental skills training for the injured sport performer. Identify strategies for dealing with negative feelings about career termination.)
- Specific outcome 6. Discuss issues related to social status and patterns of discrimination in sport. For example: (Identify social and/or economic factors that influence patterns of participation in selected sport. Identify patterns of discrimination by gender, age and race/ethnicity in selected sports. Identify patterns of discrimination in sport against persons with disabilities. Examine the role of sport in relations to transformation in South Africa. Suggest strategies for using sport as an agent for positive change in South Africa, e.g. Sport against Crime.)

14. Title: Provide advanced motor skill and tactical learning

- Specific outcome 1. Describe the underlying principles and methods of skill acquisition appropriate to performer's developmental age. For example: (Identify the learning processes that support the development of expertise in sport skill performance. Explain the role of memory, feedback and cognitive strategies in the improvement of performance at the intermediate and advanced levels.)
- Specific outcome 2. Describe the factors involved in learning and applying tactical/strategic knowledge in sport. For example: (Differentiate between beginning level and intermediate/advanced level tactics and strategies in selected sports. Identify methods for improving decision-making related to games tactics and strategies. Explain the role of attention and anticipation in performance at the intermediate and advanced levels. Describe the role of perception, including visual skills development, in the process of tactical decision-making in sport.)
- Specific outcome 3. Present an integrated technical and tactical skill learning programme in selected sports. For example: (Identify intermediate and advanced level skill techniques in selected sports. Plan practice sessions that integrated motor and tactical skill learning in selected sports. Outline the importance of the structure of practice on motor and tactical skill development.)
- Specific outcome 4. Develop criteria to assess effective coaching at the intermediate and advanced levels, including specific methods to measure performers' progress in skill and tactical learning. For example: (Determine the objectives of a series of practical skill and tactical practice sessions. Review coaching sessions to identify critical elements that contribute to skill and tactical learning.)

15. Title: Promote sound policies about sport nutrition and the use of ergogenic aids

- Specific outcome 1. Explain the rationale supporting nutritional recommendations and guidelines for healthy eating a sport performance. For example: (Discuss the role of diet in weight management for sport, specifically in relation to body fat percentages. Explain the role of vitamins, minerals, micronutrients, antioxidants, etc., in a healthy diet for sport.)
- Specific outcome 2. Describe nutritional strategies for optimising sport performance. For example: (Define the terms training diet, competition diet, recovery diet. Explain the processes and purposes of the following: bulking-up, hydration; re-hydration, carbohydrate loading. Explain diet in terms of energy requirements, energy expenditure, kilojoules, etc. Explain the benefits of following specific diets for training, competition and recovery.)
- Specific outcome 3. Identify strategies to assist performers with financial constraints on access to proper nutrition. For example: (Describe the economics of proper nutrition. Discuss the role of the family, peers, cultural diversity, etc., in choices about nutrition.)
- Specific outcome 4. Examine the impact of ergogenic aides and drugs on sport performance. For example: (Discuss the impact of drug and alcohol abuse on sport performance. Review current literature on the effects of popular ergogenic aids on sport performance. Contrast the short-term and long-term impact of the use of selected ergogenic aids and harmful substances on sport performance.)
- Specific outcome 5. Discuss current policies regarding ergogenic aids and procedures for drug-testing in sport. For example: (Review recent literature on banned substances in sport. Prepare a brochure to acquaint sports performers with current procedures for drug testing and doping control in South Africa. Acquaint performers with Drug-free Sport in South Africa.)
- Specific outcome 6. Identify criteria for identifying performers in need of specialist nutritional assessment and advice. For example: (Describe the behavioural characteristics of performers with eating disorders. Access key resources and professionals in the area of sport nutrition. Explain the role of a sports nutritionist to performers.)

16. Title: Evaluate sport performance

- Specific outcome 1. Interpret the results of tests of skill(s) and fitness for a sport. For example: (Explain the purpose of testing and evaluation periodically during the training year. Administer tests (gather data) on the skill and fitness status of performers in a specific sport. Compare test results to normative data. Write reports to a sport performer based on the results of his/her tests.)
- Specific outcome 2. Administer indirect tests of endurance, strength, flexibility, power and speed. For example: (Explain the purposes and procedures of field-testing physical fitness for sport. Locate and use standardised measurement instruments and procedures for fitness. Design and implement a testing protocol with a group of performers. Follow proper protocols for data collection and data recording.)

- Specific outcome 3. Administer tests of skills (and tactics) in a sport. For example: (Locate and use standardised measurement instruments and procedures for the evaluation of skills and decision-making in sport. Design and implement a testing protocol with a group of performers. Follow proper protocols for data collection and data recording.)
- Specific outcome 4. Processing data using basic statistics and formulate reports on test performance. For example: (Understand the concepts of test validity, reliability and objectivity. Understand measurements of relative position, including the concepts of mean, median and mode. Understand measurements of variability, including standard deviation. Understand measurements of relationship, including correlation coefficients.)
- Specific outcome 5. Describe the various roles of measurement and evaluation in the improvement of sport performance at the intermediate and advanced levels. For example: (Provide examples of performance profiling. Indicate the role of evaluation in the periodisation of the training year. Identify the criteria and describe the procedures for assessing coaching effectiveness.)
- Specific outcome 6. Use technology to support measurement and evaluation of performance. For example: (Use videotape recordings of player performance to complete a biomechanical analysis of technique. Use videotape recordings of coaching performance to assess coaching effectiveness. Use computer-based statistics packages to process data and produce graphs of test results.)

Qualification Matrix for: National Diploma in Coaching Science
NQF5 – 241 credits

Fundamental	Level 2	Level 5	Level 6	Total
	1. Organise oneself in the workplace	3	1. Operate personal computer system. 5 2. Plan & conduct a research project. 6 3. Examine social features as pertaining to the workplace. 4 4. Apply communication skills in the workplace. 10 5. Analyse and communicate workplace data. 5 6. Demonstrate an understanding of professional values and ethics. 4 7. Analyse external factors influencing people who have special needs. 4	41
CORE	Level 2	Level 5	Level 6	
		1. Apply the principles and methods of sport fitness conditioning. 20 2. Identify and develop talent in sport. 10 3. Periodise training and the training year. 20 4. Address issues related to injuries and health in sport. 10 5. Operate as a professional coach. 5 6. Describe the organisation of sport in South Africa. 5 7. Apply entrepreneurship to the administration of a SRF Business. 5 8. Conduct a screening procedure. 5	1. Apply knowledge of anatomy and biomechanics to the analysis of performance. 10 2. Reflect an understanding of the physiological capacity for sport and exercise performance. 10 3. Develop the social and psychological aspects of sport performance. 15 4. Provide advanced motor skill and tactical learning. 15 5. Promote sound policies about sport nutrition. 10 6. Evaluate sport performance. 10	150
Elective	Level 2	Level 5	Level 6	
		1. Coach sport to intermediate and/or advanced level performers: sport specialisation. 45 2. Coach sport to intermediate and/or advanced level performers with disabilities 5		50
Total		3	168	70 241

**Qualification Matrix for: National Diploma in Coaching Science
NQF5 – 241 credits**

Fundamental	Level 2		Level 5		Level 6		Total
	1. Organise oneself in the workplace	3	1. Operate personal computer system. 2. Plan & conduct a research project. 3. Examine social features as pertaining to the workplace. 4. Apply communication skills in the workplace. 5. Analyse and communicate workplace data. 6. Demonstrate an understanding of professional values and ethics. 7. Analyse external factors influencing people who have special needs.	5 6 4 10 5 4 4			41
CORE	Level 2		Level 5		Level 6		
			1. Apply the principles and methods of sport fitness conditioning. 2. Identify and develop talent in sport. 3. Periodise training and the training year. 4. Address issues related to injuries and health in sport. 5. Operate as a professional coach. 6. Describe the organisation of sport in South Africa. 7. Apply entrepreneurship to the administration of a SRF Business. 8. Conduct a screening procedure.	20 10 20 10 5 5 5 5	1. Apply knowledge of anatomy and biomechanics to the analysis of performance. 2. Reflect an understanding of the physiological capacity for sport and exercise performance. 3. Develop the social and psychological aspects of sport performance. 4. Provide advanced motor skill and tactical learning. 5. Promote sound policies about sport nutrition. 6. Evaluate sport performance.	10 10 15 15 10 10	150
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CORE	Level 2	Level 5	Level 6	
		1. Apply the principles and methods of sport fitness conditioning. 2. Identify and develop talent in sport. 3. Periodise training and the training year. 4. Address issues related to injuries and health in sport. 5. Operate as a professional coach. 6. Describe the organisation of sport in South Africa. 7. Apply entrepreneurship to the administration of a SRF Business. 8. Conduct a screening procedure. 20 10 20 10 5 5 5 5	1. Apply knowledge of anatomy and biomechanics to the analysis of performance. 2. Reflect an understanding of the physiological capacity for sport and exercise performance. 3. Develop the social and psychological aspects of sport performance. 4. Provide advanced motor skill and tactical learning. 5. Promote sound policies about sport nutrition. 6. Evaluate sport performance. 10 10 15 15 10 10	150
Elective	Level 2	Level 5	Level 6	
		1. Coach sport to intermediate and/or advanced level performers: sport specialisation. 2. Coach sport to intermediate and/or advanced level performers with disabilities 45 5		50
Total	3	168	70	241

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**National Diploma in Fitness**

Field : Arts & Culture

Sub-field : Sport

NQF level : 5

Credits : 247

Rationale of the Qualification:

To date, there is no legislative framework that regulates the fitness industry in South Africa, as a result it has posed difficulties to maintain and monitor standards of qualifications being offered by education providers. The SAQA Act, 1995 through the National Qualification Framework, has given this industry an opportunity to develop acceptable fitness industry training standards.

This fitness diploma aims to achieve the following:

- Ensure that the fitness practices applied adhere to sound principles drawn from exercise science and safety principles.
- Develop appropriate fitness skills and knowledge required by the broader fitness, sport and recreation industry.
- Enhance the standards of fitness practitioners, thus giving credibility and respect to the whole industry.
- Allow learners, options of broadening their scope of practice in other related areas of practice, e.g. Sport.
- Align fitness education and training to the international fitness community.

Purpose of the Qualification:

A qualifying learner who has achieved this qualification will be able to:

- Design, implement and manage a physical activity programme for apparently healthy individuals* or groups and apparently healthy special populations** (pregnant, children, youth, older adult, athletes).
- This qualification will enable the learner to screen, assess, monitor and manage health related fitness and wellness programmes, without direct supervision.

- A qualifying learner will promote and provide safe and effective physical activity participation to meet participant/s fitness requirements as well as provide educated advice on lifestyle change for improved well-being. In addition, this qualifying learner will have the knowledge for appropriate referral to other health care providers.
- Further, a qualifying learner will be positioned to further their own learning, practice and career within the fitness and/or associated industries and through their own personal growth.

	Level 2	Level 4	Level 5	Level 6	Total
Fundamental	9	10	22	0	41
Core	0	6	160	0	166
Elective	0	0	40	0	40
Total	9	16	222	0	247

ACCESS TO THIS QUALIFICATION

Open Access

LEARNING ASSUMED TO BE IN PLACE

It is assumed that a learner wishing to enter a programme leading to this qualification will have NQF Level 5 Certificate or the equivalent thereof, together with a valid First Aid Certificate.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will be able to demonstrate the following outcomes as applicable to apparently healthy* individuals:

1. Demonstrate knowledge of the fitness environment and the context in which physical activity takes place. **
2. Conduct and interpret pre-participation screening for physical activity readiness.
3. Assess, evaluate and monitor health related fitness components, and/or, components related to sports performance.
4. Feedback and refer as it relates to physical activity and/or to athletic performance.
5. Design and demonstrate exercise and/or sports conditioning programmes.
6. Implement, monitor and modify exercise programmes.
7. Motivate and support participants in making activity related and or wellness decisions and or sports performance related decisions.
8. Demonstrate entrepreneurial, administration and business skills as well as the ability to incorporate IT technology.
9. Demonstrate ability to discern the quality and validity of research information
10. Manage, project and conduct oneself in a professional manner.

NOTE

1. * Apparently healthy:

This risk stratification relates to individuals who are asymptomatic, with no more than one coronary risk factor (as defined in the American College of Sports Medicine (ACSM) risk stratification guidelines).

2. ** Apparently healthy Special Populations

As defined by ACSM guidelines for Special Populations such as Pregnant, Children, Youth and Older Adult, and in addition, athletes.

3. *** Fitness Environment:

Relates to, but is not limited to exercise training for physically challenged, HIV and exercise training in any environment (e.g. community health club, church hall, commercial fitness facility etc.)

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should:

A. Generally ensure that,

1. An understanding of all the elements of fitness, their inter-relatedness and their connection to the external environment is demonstrated.
2. Participant/s risks, needs, and goals are considered and provided for through screening and assessment.
3. Critical reviews of assessments are used to monitor and improve performance.
4. Information is researched and used in planning an exercise programme.
5. Modifications are provided taking into account the needs and abilities of the participant/s.
6. The success of programmes is evaluated through ongoing monitoring of progress against stated objectives.
7. Various elements appropriate to participants needs and goals are considered and used to develop an exercise programme and specific exercise prescription.
8. Various leadership techniques are used which are appropriate for leading or instructing exercise session/s.
9. Various communication techniques are used which are appropriate for interviews, advising or individual exercise instruction.
10. A business and administration system is maintained which meets the expectations of the participant/s and preserves the integrity of records.

B. Check that the learner demonstrates an ability to consider a range of options and make decisions about:

1. The fitness and health needs of participants
2. The type of exercise/s to be recommended and taught
3. Appropriate follow up, adjustments and or modifications to exercise programme/s
4. The specific needs and aims of special populations in relation to their health, fitness and wellness.
5. Appropriate options, skills and techniques for enhancing the various components of a healthy lifestyle
6. Appropriate communication and lay counselling skills which will help participants to lead a healthier and more balanced lifestyle

C. Check that the learner demonstrates an understanding of:

1. The principles of exercise science and how they are applied
2. The various factors which contribute to healthy lifestyle
3. Basic principles and methods of exercise training
4. Various methods of motivation with the relevant leadership and communication skills
5. Clear and empathetic principles of communication, including lay counselling skills

D. Check that the learner demonstrates the ability to:

1. Critically evaluate the use of, and explore alternatives to methods of exercise taught in any given situation or range of situations.
2. Justify decisions on any aspect of exercise programming, lifestyle management or wellness promotion
3. Reflect on the appropriateness of decisions made in exercise programming and on modifications that have been recommended from time to time.
4. Critically reflect on any feedback given during or after supervision.
5. Monitor and improve their own performance based on critical reviews and evaluation of their exercise programming, instruction or leadership
6. Monitor and improve their own performance based on critical reviews and evaluation of their organizational methods, administration or business planning

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against fitness qualification frameworks from New Zealand, Australia and United Kingdom, and it has shown a substantial degree of similarity. This qualification is therefore comparable to those mentioned and in some cases exceeds those standards. The scope of practice of the learners that complete this qualification has been determined in part with referencing from the American College of Sport Medicine and American Heart Association's joint position statement.

The standards have been *specifically* benchmarked against the Australian and New Zealand fitness qualifications and consideration has also been given to the fact that they also create portability for Unit Standards between fitness, sport and recreation qualifications. This similarity allows for easier recognition of the SA qualifications and Unit Standards and for an internationally comparable qualification

INTEGRATED ASSESSMENT

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions *across unit standards* to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the *observable performance*, but also the *quality of the thinking that lies behind it*. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

SCOPE OF PRACTICE

The above qualifying learner is defined by specific electives within this qualification e.g. Fitness Specialist, Athletic Conditioning Trainer or Coach, Lifestyle Consultant or Lay Counsellor,

The scope of practice is also determined by the guidelines referenced in, American College of Sports Medicine and American Heart Association's joint Position Statement: Cardiovascular Screening, Staffing and Emergency Policies at Health/Fitness Facilities. Official Journal of the American College of Sport Medicine, 1998:1009-1018. (Attached Appendix - Risk Stratifications)

RECOGNITION OF PRIOR LEARNING

This qualification may be achieved in part, through the recognition of prior learning.

ARTICULATION POSSIBILITIES

This qualification has been developed for professional fitness practitioners and consultants in the fitness industry, and it is intended to uplift the standards of fitness in South Africa. This qualification will provide articulation with a range of qualifications, in sport coaching, sport science, and sport management.

MODERATION OPTIONS

- Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant ETQA.

CRITERIA FOR REGISTRATION OF ASSESSORS

For an application to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience.
- Declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA.
- Detailed documentary proof of educational qualification, practical training undergone and experience gained by the applicant must be provided (portfolio of evidence).
- Meet any other stipulated requirements by the relevant ETQA.

Unit Standards at NQF Level 2

- Title: Operate a Personal computer system (ID 7943)
- Title: Organise oneself in the workplace (ID 8618)

Unit Standards at NQF Level 4

- Title: Plan & conduct research (ID 8559)
- Title: Function in a team (ID 8561)
- 1. Title: Maintain fitness environment and equipment.
- 2. Title: Operate professionally in a fitness environment.

Unit Standards at NQF Level 5

- Title: Apply communication skills in the workplace (ID 8647)
- Title: Examine social features as pertaining to the workplace (ID 8664)
- Title: Demonstrate an understanding of professional values and ethics (ID 8648)
- Title: Analyse external factors influencing people who have special needs (ID 8570)
- Title: Implement policies regarding HIV/Aids in the workplace
- Title: Monitor and maintain occupational health, safety & security (ID 7868)
- 1. Title: Apply principles of sport and exercise physiology.
- 2. Title: Apply anatomical and biomechanical principles to physical activity.
- 3. Title: Promote an awareness of nutrition principles.
- 4. Title: Conduct a screening procedure.
- 5. Title: Test and evaluate health related fitness.
- 6. Title: Design exercise programmes.
- 7. Title: Motivate and encourage participation in physical activity.
- 8. Title: Utilize wellness concepts for lifestyle change.
- 9. Title: Apply entrepreneurship to the administration of a sport, recreation or fitness business.
- 10. Title: Provide for safety and risk management in sport, recreation or fitness.
- 11. Title: Include persons with disabilities in sport, recreation or fitness.
- 12. Title: Lead and instruct exercise programmes for individuals and groups.
- 13. Title: Lead and instruct exercise programmes for individuals and groups to music.
- 14. Title: Identify and describe the physiological characteristics unique to special populations.
- 15. Title: Identify and describe the anatomical & bio-mechanical differences unique to each special population.
- 16. Title: Perform assessments and fitness tests for special populations.
- 17. Title: Advise special populations on nutritional requirements and ergogenic aids.
- 18. Title: Deal with common injuries and illnesses and special considerations in the context of special populations.
- 19. Title: Utilize personal development training for personal growth.
- 20. Title: Present information in a public setting.
- 21. Title: Implement strategies for behaviour change and lifestyle coaching.
- 22. Title: Design, implement and instruct exercise programmes for children and youth.
- 23. Title: Design, implement and instruct exercise programmes for older adults and increased risk.
- 24. Title: Design, implement and instruct exercise programmes for pregnancy.
- 25. Title: Periodise training and the training year.
- 26. Title: Apply the principles and methods of sport fitness conditioning.

UNIT STANDARDS FOR CERTIFICATE IN FITNESS**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 4****Unit standards titles and specific outcomes at NQF level 4****1. Title : Maintain fitness environment and equipment**

- Specific outcome 1. Maintain the safety, hygiene and efficiency of a fitness facility.
- Specific outcome 2. Advise on the principles of fitness equipment servicing and preventative maintenance of fitness equipment.
- Specific outcome 3. Keep records of fitness equipment servicing and maintenance.
- Specific outcome 4. Refer to the relevant service organisation for back up, equipment maintenance and/or service

2. Title : Operate professionally in a fitness environment.

- Specific outcome 1. Explain the concept of fitness and its role in society.
- Specific outcome 2. Discuss the fitness industry in both a national and international context.
- Specific outcome 3. Give details on fitness as a career and be able to make informed career choices
- Specific outcome 4. Explain the concept of the health related multi disciplinary team, the role of each of its members and be able to refer appropriately.
- Specific outcome 5. Describe the purpose, structure and operations of a fitness facility.
- Specific outcome 6. Comply to legal and ethical business practices and adhere to professional codes of conduct.

UNIT STANDARDS FOR CERTIFICATE IN FITNESS**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5****Unit standards titles and specific outcomes at NQF level 5****1. Title: Apply principles of sport and exercise physiology**

- Specific outcome 1. Describe the body systems and the physiological factors associated with them that can affect performance. For example: (Analyse the appropriate energy systems that underpin a specific sport. Outline the three energy systems and describe when each is used and the interrelationship of each. Analyse the contribution of each energy system to a specific sport and compare the recovery times of each system. Identify different types of recovery programmes and outline the importance of including recovery techniques in a training programme.)
- Specific outcome 2. Outline and analyse the effects of environmental and physical factors that may influence performance in a specific sport. For example: (Outline and discuss environmental and physical factors that may affect performance in a specific sport. Describe and analyse the possible physiological effect of these factors on athletes in a specific sport.)
- Specific outcome 3. Demonstrate knowledge of the physiological responses to endurance training and various methods of endurance training for improved sport performance. For example: (Describe the different types of endurance training. Identify and demonstrate correct technique for a range of endurance training exercises. Analyse the strength needs of a specific sport and design a general programme of endurance training that is appropriate for that sport.)
- Specific outcome 4. Demonstrate knowledge of the physiological responses to resistance training and various methods of resistance training for improved sport performance. For example: (Describe the different types of purposes of resistance training. Identify and demonstrate correct technique for a range of strength training exercises. Analyse the strength needs of a specific sport and design a general programme of resistance training that is appropriate for that sport.)
- Specific outcome 5. Demonstrate knowledge of the physiological responses to flexibility training and various methods of flexibility training for improved sport performance. For example: (Describe the different types of purposes of flexibility training. Identify and demonstrate correct technique for a range of flexibility exercises. Analyse the strength needs of a specific sport and design a general programme of flexibility training that is appropriate for that sport.)
- Specific outcome 6. Demonstrate knowledge of the physiological responses to speed and power training and various methods of speed and power training for improved sport performance. For example: (Describe the different types of purposes of speed and power training. Identify and demonstrate correct technique for a range of speed and power training exercises. Analyse the strength needs of a specific sport and design a general programme of speed and power training that is appropriate for that sport.)

2. Title: Apply anatomical and biomechanical principles to physical activity

- Specific outcome 1. Describe anatomical structures and systems of the human body. For example : (Composition of muscles, bones, ligaments, tendons, structures, locations and functions of anatomical systems.)
- Specific outcome 2. Conduct a biomechanical analysis of movement. For example: (Modifying forces and levers to change exercise intensity or increase difficulty.)
- Specific outcome 3. Conduct an anatomical analysis of movement. For example : (Muscles and joints involved in a "push-up".)
- Specific outcome 4. Adapt exercises using biomechanical principles to ensure safety and effective movement. For example : (Changing range of motion or degree of movement.)

3. Title: Promote an awareness of nutrition principles

- Specific outcome 1. Use nutritional principles to advise participants on how to optimize health and enhance performance in physical fitness activities. For example: (Appropriate proportions of the food groups. Use of different food pyramids. Energy needs and expenditure.)
- Specific outcome 2. Identify and correct common myths, fallacies associated with nutrition. For example: (Use of "slimming aids". Weight gain and weight loss and supplementation. Performance aids.)
- Specific outcome 3. Read and interpret food labels. For example: (Compilation of food. Identify chemical additives. Identify fat content of food. Order of ingredients and their values.)
- Specific outcome 4. Design an action plan to optimize nutritional requirements for healthy eating. For example: (Encourage drinking of water. Encourage eating breakfast. Encourage eating frequency. Encourage appropriate food choices.)
- Specific outcome 5. Refer special needs appropriate practitioner. For example: (Identify eating problems and refer to Psychologist or Dietician. Stress management. Chronic health conditions and recommendation to e.g. Dietician, Physician, Naturopath.)
- Specific outcome 6. Advise on the use of health enhancing supplements. For example: (Vitamins and minerals.)

4. Title: Conduct a screening procedure

- Specific outcome 1. Collect data in a client sensitive manner. For example : (Use accepted questionnaires and ask questions in an empathetic way)
- Specific outcome 2. Interpret data in order to make decisions for participation or for physical activity readiness and provide relevant feedback. For example: (Identify the outcomes and provide feedback on the information. Clarify goals and establish whether they are realistic.)

- Specific outcome 3. Assist the participant in making informed decisions in setting goals. For example : (Give information regarding lack of fitness and help participant decide on choice of exercise or training.)
- Specific outcome 1. Manage data in order to provide continuity of support to the participant. For example : (Keep records in chronological order. Record recommendations and information given that there is a base line information and updates can be made.)

5. Title: Test and evaluate health related fitness

- Specific outcome 1. Take measurements by using a variety of measuring methods, using accepted protocols. For example : (Height, weight, circumference, skin folds, body mass index.)
- Specific outcome 2. Test cardio-respiratory endurance, using accepted sub-maximal protocols. For example: (Field testing, ergometer, treadmill, step.)
- Specific outcome 3. Test muscular fitness and flexibility, using accepted protocols. For example. (Muscular strength, muscular endurance, agility, Range of motion.)
- Specific outcome 4. Integrate and evaluate the gathered data.
- Specific outcome 5. Explain this protocol and the information related to the outcomes of the test to the fitness participant.
- Specific outcome 6. Evaluate posture and body alignment and lower back health.
- Specific outcome 7. Assess body composition.
- Specific outcome 8. Prepare participant and organize the testing session.

6. Title: Design exercise programmes

- Specific outcome 1. Design a safe and effective cardio-respiratory exercise programme in a scientific and flexible manner, while meeting the individual needs, abilities and goals of the fitness participant/s.
- Specific outcome 2. Design a safe and effective resistance training programme in a scientific and flexible manner, while meeting the individual needs, abilities and goals of the fitness participant/s.
- Specific outcome 3. Design a safe and effective flexibility training programme in a scientific and flexible manner, while meeting the individual needs, abilities and goals of the fitness participant/s.
- Specific outcome 4. Design a safe and effective weight management and body composition programme in a scientific and flexible manner, while meeting the individual needs, abilities and goals of the fitness participant/s.
- Specific outcome 5. Monitor and modify exercise programmes in accordance with the responses and adaptations observed in participant/s, whilst taking into consideration any previous fitness profiles.

7. Title: Motivate and encourage participation in physical activity

- Specific outcome 1. Identify factors that enhance or inhibit exercise adherence.
- Specific outcome 2. Apply appropriate methods of motivation and develop strategies for exercise adherence.
- Specific outcome 3. Utilize health psychology principles to encourage adherence to physical activity.
- Specific outcome 4. Implement strategies for long and short term goal setting.
- Specific outcome 5. Monitor progress against set goals.

8. Title: Utilize wellness concepts for lifestyle change

- Specific outcome 1. Give educated advice on the *principles* of wellness as it relates to the multi-faceted components of health promotion e.g. physical, mental, social, emotional, vocational well-being.
- Specific outcome 2. Advise on lifestyle management and how it relates to successful participation in an exercise programme and how it promotes wellness.
- Specific outcome 3. Develop a comprehensive referral base to enhance their professional relationship with the various professionals working in the fields of health care and health promotion e.g. Physicians, Naturopaths, Homeopaths, Massage Therapists, Physiotherapists, Biokineticists, Health Psychologists etc..
- Specific outcome 4. Be able to refer to the Health & Allied Professionals as part of a multi-disciplinary team promoting health and wellness.

9. Title: Apply entrepreneurship to the administration of a sport, recreation or fitness business

- Specific outcome 1. Implement a business plan which incorporates. For example : (A marketing strategy. A sales strategy and carry out a sales interview. A customer service strategy, which includes measurable customer service policies and practices.)
- Specific outcome 2. Plan and implement an operations procedure for the running of a department or a small fitness, sport or recreation business.
- Specific outcome 3. Carry out administrative functions to support a fitness business strategy.
- Specific outcome 4. Carry out accounting and financial practices to support a fitness business strategy.
- Specific outcome 5. Comply to legal and ethical business practices.
- Specific outcome 6. Define entrepreneurship and explain the characteristics of successful entrepreneurs.
- Specific outcome 7. Implement the factors that contribute to the success of a fitness, recreation or

10. Title: Provide for safety and risk management in sport, recreation and fitness

- Specific outcome 1. Design a risk management and safety promotion plan for a sport, fitness or recreation programme. For example: (Develop guidelines to maximise safety in physical activity. Implement a routine for safety checks on equipment, apparatus, etc. Ensure current first aid training for leaders and coaches who deliver the instruction and development programme. Complete a risk-analysis survey of a sport, fitness or recreation environment, including safety of participants, spectators, coaches, technical officials and support personnel.)
- Specific outcome 2. Promote healthy participation attitudes and behaviours. For example: (Present current information on HIV aids, blood-borne infections, contagious diseases etc., to participants. Implement a plan to deal with problems associated with infectious diseases in the environment.)
- Specific outcome 3. Describe the emergency procedures for dealing with medical injuries. For example: (Demonstrate immediate actions associated with concussion/head injuries, eye injuries, suspected spinal cord injuries, fractures and bleeding. Describe the contents of an adequate first aid kit for a sport. Provide the emergency phone numbers needed to deal with health/medical emergencies. Orient sport participants to routines to following in case of health/medical emergencies.)
- Specific outcome 4. Analyse the factors underlying the most common injuries in a sport, fitness or recreation programme and discuss injury prevention techniques. For example: (Explain the causes of common injuries and means for prevention. Identify the most common over-use injuries. Describe the role of conditioning and proper instruction and proper equipment in the prevention of injuries. Recognise potentially dangerous forms of exercise and provide safe substitute exercises. Describe the role of the referee/umpire in injury prevention. Describe the function of the rules in relation to injuries and injury prevention. Identify those risk factors that are an integral part of a selected physical activity setting. Assess the protective equipment requirements of a selected physical activity setting.)
- Specific outcome 5. Select and integrate appropriate methods of recovery into training sessions as well as the cycles of the training year. For example: (Discuss the contributions of fatigue and stress to risk factors. Recognise and describe the signs of fatigue and stress responses to exercise. Recognise and use appropriate methods to monitor a participant's response to exercise and stress.)

11. Title: Include persons with disabilities in sport recreation or fitness

- Specific outcome 1. Become familiar with the variety of conditions associated with disabilities and the general guidelines for inclusion in sport, recreation or fitness activities. For example: (Describe methods of communication with performers with sensory impairments, e.g. visual impairments and deaf as well as performers with intellectual impairments. Describe methods for assisting performers with ambulatory problems or who use wheelchairs to gain access to sport, recreation and fitness facilities and transportation, etc.)
- Specific outcome 2. Examine the principle of inclusion to determine the types of participation appropriate for persons with disabilities. For example: (Discuss the applicability of separate, parallel and integrated participation in relation to selected types of disabilities. Describe the different kinds of impairments that affect performance in physical activities.)

- Specific outcome 3. Examine the similarities between sport, fitness or recreation for persons with and without disabilities. For example: (Identify what - if any - rule changes are enforced when working with persons with disabilities in selected sports or other physical activities. Identify which activities are offered only for persons with disabilities. Examine the benefits of participation for persons with disabilities.)
- Specific outcome 4. Develop a coaching or training plan for persons with physical disabilities in a selected sport or physical activity, which incorporates skill instruction, conditioning and tactical learning aspects. For example : (Identify what – if any – modifications in skill techniques or physical conditioning aspects of the programme should be made in relation to the characteristics of the physical disability. Identify what – if any – special rules modify the tactical elements of sport performance.)
- Specific outcome 5. Develop a coaching or training plan for persons with sensory disabilities, e.g. visual impairments or deaf, in a selected physical activity, that incorporates skill instruction, conditioning and tactical learning aspects. For example: (Identify what – if any – modifications in skill techniques should be made in relation to the characteristics of the sensory disability. Identify what – if any – special rules modify the tactical elements of sport performance.)
- Specific outcome 6. Develop a coaching or training plan for persons with intellectual impairments in a selected activity, which incorporates skill instruction, conditioning and tactical learning aspects. For example: (Identify what – if any – special rules modify the tactical elements of sport performance. Identify how the pattern of instruction may change according to the nature of intellectual impairment.)
- Specific outcome 7. Demonstrate knowledge of the system that supports sport for persons with disabilities. For example: (Describe the relationships between Disability Sport South Africa (DISSA) and the sport structures in South Africa. Describe the policy of inclusion for a sporting code. Explain the relationship between special schools, "mainstream" schools, the United Schools Sports Association of South Africa (USSASA) and provincial and national organisations that support sport for persons with disabilities.)

12. Title: Lead and instruct exercise programmes for individuals and groups

- Specific outcome 1. Assist fitness participant/s to successfully implement an exercise programme that will help to enhance their general health status.
- Specific outcome 2. Lead an individual or a group of people through a safe and effective exercise routine. For example: (Lead a Stretch class to a group of people. Take an individual through a resistance training session on weights in the gym. Take an individual through a private Pilates Mat exercise session.)
- Specific outcome 3. Demonstrate the verbal and non verbal communication skills required to effectively teach exercise to individuals or groups. For example: (Eye contact to the individual being taught. Signs, indicators, visual previews of the exercises to the group. Correcting the individual or group. Voice projected)
- Specific outcome 4. Demonstrate the ability to utilize various communication and teaching methods, techniques and styles, given the needs and aims of the participant/s. For example: Command style of teaching with telling a group what to do. Practice style in a small group of differing abilities.)

- Specific outcome 5. Present themselves in a professional and confident manner whilst leading an exercise session. For example: (Treating participants respectfully and with empathy.)

13. Title: Lead and instruct exercise programmes for individuals and groups to music

- Specific outcome 1. Assist fitness participant/s to successfully implement an exercise programme/s to music that will help to enhance their general health status.
- Specific outcome 2. Lead an individual or group of participants safely and effectively through a structured or choreographed exercise routine set to music. For example: (Lead a group Aerobics class. Take an individual through a resistance training session with free weights.)
- Specific outcome 3. Demonstrate the verbal and non verbal communication skills required to effectively teach exercise to music to individuals or groups. For example: (Eye contact to the individual being taught. Signs, indicators, visual previews of the exercises. Correcting the individual or group. Voice projected. Utilising the music as an adjunct to communication with its timing to the exercise/s.)
- Specific outcome 4. Demonstrate the ability to utilise various communication and teaching methods, techniques and styles, given the needs and aims of the participant/s. For example: (Command style of teaching with telling a group what to do. Practice style in a small group of differing abilities. Linear progression teaching method in a group fitness workout. Add-on and Layering teaching methods in a stylised aerobic dance class.)
- Specific outcome 5. Present themselves in a professional and confident manner whilst leading an exercise to music session. For example: (Treating participants respectfully and with empathy. Leadership skills and employee responsibilities. Building relationships, self-evaluation and feedback from participant/s and peers.)
- Specific outcome 6. Utilise audio equipment with care and consideration of the equipment and of the needs of the fitness participant/s.

14. Title: Identify and describe the physiological characteristics unique to special populations

- Specific outcome 1. List and explain the physiological adaptations occurring in each population during exercise. For example: (Strength, flexibility, cardio, motor skills etc. Primary anaerobic / aerobic energy systems and role during exercise during pregnancy.)
- Specific outcome 2. List and explain the metabolic response to exercise in each special population. For example: (Decrease in fuel utilization in aging process. Changes in thermo regulation during pregnancies. Effects of carbohydrate loading in athletes.)
- Specific outcome 3. List and explain the benefits and risks associated with physical activity for each special population. For example: (Precautions associated with strength training in children, older adults and pregnant woman. Protective mechanisms of moderate exercise for pregnant woman. Identify risks for over-training of athletes.)

- Specific outcome 4. Identify the unique physiological characteristic and considerations of each special population. For example: (Degeneration of bones in aging. Ratio between fast and slow twitch muscle fibres in athletes.)

15. Title: Identify and describe the anatomical & bio-mechanical differences unique to each special population

- Specific outcome 1. Explain to fitness participants changes in anatomical structures and systems of the human body. For example: (Postural changes with pregnancy.)
- Specific outcome 2. Identify the unique characteristics in each special population with regard to interrelationships between center of gravity, base of support, balance, stability and spinal alignment. For example: (Changes in posture occurring with pregnancy and ageing. Older adult exercising with walking stick. Effects of sport specific equipment on athletes.)
- Specific outcome 3. Identify the unique anatomical and BM characteristics and considerations of each special population. For example: (Growth spurts occurring during youth. Effects of hormone changes on joint structures in pregnant woman.)
- Specific outcome 4. Describe the unique structure and nature of movement in the body for each special population. For example (Changes in gait for aging population. Changes in range of movement – increase in pregnancy and decrease in ageing. Changes in muscle development relevant to sports conditioning.)
- Specific outcome 5. Integrate gender differences relative to the ability to carry out specific activities. For example: (Growth, sexual development. Flexibility in boys and girls. Weight classification for women and men in weight lifting. Gender determined activities in sport.)
- Specific outcome 6. Consideration is given to anatomical and biomechanical differences or changes with regard to disability. For example: (Changes in balance for people who have lost a limb. Biomechanical differences for people on a wheelchair.)

16. Title: Perform assessments and fitness tests for special populations

- Specific outcome 1. Interpret data collected in the screening process in order to make decisions regarding the special population. For example : (Participant is three months pregnant and has a history of regular exercise. Child has a history of chronic asthma and wishes to embark on an exercise programme.)
- Specific outcome 2. Modify screening and fitness tests for special populations (also considering modifications that may be necessary for disabled). For example: (Adapt protocols and methods. Adapt questionnaires and screening procedures. Adapt feedback.)
- Specific outcome 3. Differentiate between the physiological, psychological, anatomical and biomechanical characteristics of special populations.
- Specific outcome 4. Develop a unique testing protocol based on the requirements of the special population.

- Specific outcome 5. Perform the appropriate fitness test for identified special population in a client sensitive manner, taking into account the needs, abilities and goals and possible disability. For example: (Older participant is extremely overweight so girth measurements could be taken instead of skinfold calipers. Pregnant participant is unable to do push-ups so test is modified according to limitations of pregnant condition.)
- Specific outcome 6. Provide feedback on the results of tests.
- Specific outcome 7. Maintain records to ensure repeatability and validity of testing. For example: (Track progress of client.)

17. Title: Advise special populations on nutritional requirements and ergogenic aids

- Specific outcome 1. Identify the unique nutritional requirements of special populations. For example: (Calcium requirements of youth to achieve peak bone density. Fluid intake during endurance based sports. Loss of taste in older adults.)
- Specific outcome 2. Inform participants on ergogenic aids, their purported mechanism of action and any risks and/or benefits. For example: (Creatine and strength adaptations. Banned substances. Limitations of intake such as caffeine. Overdosing of excessive steroids. Effects of long term use.)
- Specific outcome 3. Inform participants on nutritional factors relating to the female athlete tri-ad syndrome. For example: (Eating disorders. Menstrual cycle abnormalities. Osteoporosis.)
- Specific outcome 4. Describe the nutritional value of health enhancing supplementation and ergogenic products to assist in informed choice of product. For example: (Label reading. Pharmaceutical coding. Difference in regulation of various products. Absorption of calcium in the elderly.)
- Specific outcome 5. Assess general nutritional status of participants. For example: (Calorie intake of pregnant participants. Macro nutrient ratio of each special population. Fluid intake of children.)

18. Title: Deal with common injuries and illnesses and special considerations in the context of special populations

- Specific outcome 1. Demonstrate an understanding of the implications of exercise for persons with risk factors, for chronic diseases of lifestyle. For example: (Identify risks factors for diabetes, high blood pressure, arthritis. Stages of inflammation of arthritis and when to exercise.)
- Specific outcome 2. Advise on the implications of exercise for persons with common illnesses and conditions and recommend accordingly. For example: (Flu. Migraine. Common cold.)
- Specific outcome 3. Advise of the implications of exercise for persons with common injuries. For example: (Impact of e. g. extension exercise with knee injury. Maintaining fitness levels whilst injured.)

- Specific outcome 4. Inform on the benefits and risks of physical activity for people with communicable diseases. For example: (TB, HIV/Aids, Hepatitis. Stages of illness and when to exercise.)
- Specific outcome 5. Assess and refer participant to relevant professional should they require further intervention. For example: (Physio, GP, Chiropractor, Biokineticists, etc. Injury assessment.)

19. Title: Utilize personal development training for personal growth

- Specific outcome 1. Understand own and others intra-personal dynamics. For example: (Mindsets, perceptions, attitudes. Influences of past experiences.)
- Specific outcome 2. Understand interpersonal dynamics. For example: (Familial and general relationships. Life strategies.)
- Specific outcome 3. Utilize enhanced understanding to bring about personal behavioural changes. For example: (Self-assessment. Self-monitoring. Acknowledging. Integrate learning. Assertiveness, tolerant behaviour, deal with conflict.)
- Specific outcome 4. Utilize enhanced understanding and adapted behaviour to improve interaction with participants. For example: (Empathy, and caring. Active listening and communicating.)

20. Title: Present information in a public setting

- Specific outcome 1. Research and plan the content of the presentation in relation to the target audience. For Example: (Decide on pertinent points for the presentation. Content and logical flow. Research group and group needs.)
- Specific outcome 2. Prepare and organize presentation material. For Example: (Overheads.)
- Specific outcome 3. Apply technical presentation techniques with or without technical equipment. For Example: (Organisation of presentation material. Use of colours in the (power point) presentation. Adapt presentation given environmental circumstances. Contingency measures.)
- Specific outcome 4. Display optimal presentation skills. For Example: (Eye contact. Body language. Voice projection. Dialogue.)
- Specific outcome 5. Perform self-monitoring and adapt the presentation. For Example: (Adjusting speech rate and volume and complexity of the content. Observe the response from the audience and adjust if necessary. Evaluate performance through the use of feedback tools.)
- Specific outcome 6. Determine and measure the outcome of the presentation. For Example: (Entertainment. Education. Motivation. Informing. Awareness creation.)

21. Title: Implement strategies for behaviour change and lifestyle coaching

- Specific outcome 1. Describe the components of stress. For Example: (Chronic change. Poor time management. Anxiety with regard to performance.)
- Specific outcome 2. Advise on lifestyle changes for improved stress management. For Example: (Identify the concept of stress. Benefits of exercise. Disbenefits of excessive alcohol intake or obesity.)
- Specific outcome 3. Identify psycho dynamic factors which impact on lifestyle and/or performance. For Example: (Poor emotional support and stress. Anorexia and family history. Anxiety management for athletes.)
- Specific outcome 4. Perform lifestyle screening and assessment to interpret and advise accordingly. For Example: (Identify negative habits such as smoking or excessive alcohol intake. Identify poor behaviour and identify behaviour modification processes. Interview according to industry accepted protocols such as stress screening, change indexes, time management assessment.)
- Specific outcome 5. Develop an intervention program based on the needs and goals of the participant. For Example: (Strengths and weaknesses. Behaviour change. Prioritization of actions. Set lifestyle change plan and strategy.)
- Specific outcome 6. Equip the individual with skills and mechanisms to balance their lives. For Example: (Relaxation techniques. Personal life planning. Conflict management. Assertiveness. Visualization.)
- Specific outcome 7. Display appropriate communication and lay counseling skills. For Example: (Communication with groups and/or individuals. Listening. Reflecting. Acknowledging. Containing. Paraphrasing.)
- Specific outcome 8. Refer to and work as part of a multi-disciplinary team. For Example: (Refer anorexic client to a Psychotherapist. Consult with Biokineticist, Naturopaths, etc.)

22. Title: Design, implement and instruct exercise programmes for children and youth

- Specific outcome 1. Explain the benefits and risks associated with physical activity for children and youth.
- Specific outcome 2. Design the appropriate exercise programme based on information obtained during the screening and exercise test data including intensity, duration, frequency, progression, precautions and type of physical activity.
- Specific outcome 3. Plan and modify exercise programmes, according to the health and fitness status and based on the specific needs of children and youth and considering potential needs of disabled children.
- Specific outcome 4. Demonstrate and lead exercise programmes, utilising correct execution techniques and effective communication skills. *For example:* (Leading an activity session for children with accessories. Teaching a youth appropriate body weight exercises for strength conditioning.)

- Specific outcome 5. Display the level of supervision and appropriate monitoring recommended for this special population group in exercise programmes.
- Specific outcome 6. Ensure safe utilization of fitness accessories. For example: (Use of "chin-up" apparatus for youth. Use of various hoops, ropes, climbing equipment for children.)

23. Title: Design, implement and instruct exercise programmes for older adults and increased risk

- Specific outcome 1. Explain the benefits and risks associated with physical activity for older adults and increased risks participants.
- Specific outcome 2. Design the appropriate exercise programme based on information obtained during the screening and exercise test data including intensity, duration, frequency, progression, precautions and type of physical activity.
- Specific outcome 3. Plan and modify exercise programmes, according to the health and fitness status and based on the specific needs of older adults or participants with increased risk or disabled participants.
- Specific outcome 4. Demonstrate and lead exercise programmes, utilising correct execution techniques. For example: (Leading an activity session for elderly in an old age home. Teaching an obese woman appropriate exercise in a one-on-one situation.)
- Specific outcome 5. Display the level of communication, supervision and appropriate monitoring recommended for this special population group in exercise programmes. For example: (Ensuring appropriate group size, volume of music for easier supervision of a class for men in their fifties. Using correct communication skills in a one-on-one exercise teaching situation with an elderly woman.)
- Specific outcome 6. Ensure safe utilization of exercise accessories. For example: (Being able to take an exercise class for seated participants.)

24. Title: Design, implement and instruct exercise programmes for pregnancy

- Specific outcome 1. Explain the benefits and risks associated with physical activity for pregnant participants. For example: (The benefits of moderate physical activity for the growing foetus and the pregnant participant. The disbenefits of exercise for participants who have a high risk pregnancy.)
- Specific outcome 2. Design the appropriate exercise programme based on information obtained during the screening and exercise test data including intensity, duration, frequency, progression, precautions and type of physical activity for the pregnant participant.

- Specific outcome 3. Plan and modify exercise programmes, according to the health and fitness status and based on the specific needs of pregnant participants and considering needs of disabled pregnant participant. For example: (Modifying supine lying activity for women in later stages of pregnancy. Adjusting bio-mechanics of activity for changes in body shape through pregnancy.)
- Specific outcome 4. Demonstrate and lead exercise programmes, utilising correct execution techniques. For example: (Safe utilisation of resistance equipment for the various stages of pregnancy. Correct demonstration of stretches for participants with increased mobility in the joints due to increases in hormone levels.)
- Specific outcome 5. Display the level of communication, supervision and appropriate monitoring recommended for the pregnant participant in exercise programmes.
- Specific outcome 6. Ensure safe utilization of exercise accessories. *For example:* (Utilise cushions for lumbar support with abdominal exercises. Use of stabilization ball for abdominal strengthening.)

25. Title: Periodise training and the training year

- Specific outcome 1. Compare and contrast the range of schedules for the periodisation of training. For example: (Define the different phases of the training year, e.g. general preparation, specific preparation, competition, etc. Define the key concepts of microcycle, mesocycle and macrocycle. Explain how the concepts of intensity, duration, frequency, recovery and taper affect the content and scheduling of cycles in the training year. Identify the different ages as which talent identification is best conducted for different sports.)
- Specific outcome 2. Compare the advantages and disadvantages of different kinds of training for optimising performance. For example: (Identify the objectives of each type of training. Discuss the range of training programmes that meet the needs of elite athletes in a selected sport. Identify appropriate recovery activities for a sport.)
- Specific outcome 3. Describe the differences in the periodisation of training according to the level of performers' expertise and training age. For example: (Describe the characteristics of the "train to train" stage, the "train to compete" stage, and the "train to win" stage. Discuss the different patterns recommended for the development of expertise in different sports.)
- Specific outcome 4. Draft a periodised year plan including all aspects of training and preparation in a selected sport. For example: (Outline the methods of achieving optimum preparation through appropriate training methods in the sport. Justify the identification of competition phases and the potential for "peaking" in the plan. Explain the pattern for integrating fitness, skill, tactical, nutritional and mental skills training in the sport. Integrate appropriate recovery activities in the training plan throughout the year. Present the methods for evaluation of the progress and ultimate success of the plan.)

26. Title: Apply the principles and methods of sport fitness conditioning

- Specific outcome 1. Describe the programming principles that guide conditioning for sport, e.g. overload, recovery, specificity, recovery, reversibility and individuality. For example: (Explain how a coach can apply these principles to design a fitness programme that develops. The different energy systems required for a specific sport.)
- Specific outcome 2. Develop training programmes within a single sport for performers on the intermediate, advanced and elite levels. For example: (Explain how these training programmes incorporate the programming principles into their design. Describe and analyse the effects of different levels of physical fitness on sport performance.)
- Specific outcome 3. Identify and teach the appropriate exercise techniques to develop endurance, strength, flexibility speed and power for a specific sport. For example: (Identify and apply a variety of dynamic and static stretching techniques and explain their relevance to a specific sport. Identify different types of resistance training programmes and outline the relative importance of each in terms of conditioning for selected sports. Present a series of resistance training sessions appropriate for a specific sport. Present a series of speed and power training sessions appropriate for a specific sport.)
- Specific outcome 4. Design and implement challenging conditioning programmes that respond to the sport-specific profiles and the conditioning needs of sport performers at the elite level. For example: (Conduct fitness conditioning sessions for performers in a selected sport. Outline and discuss the fitness requirements of specific sports and specific playing positions within specific sports.)
- Specific outcome 5. Compare and contrast various approaches to sport fitness conditioning in a range of situations. For example: (Describe the various teaching/coaching methods for presenting sport fitness conditioning sessions. Present training sessions using the various teaching/coaching methods for presenting sport fitness conditioning sessions. Recommend methods of evaluating the success of a fitness conditioning programme. Evaluate the content of a fitness conditioning programme in relation to the energy system requirements of a specific sport.)

Qualification Matrix for: National Diploma in Fitness
NQF5 – 247 credits

Fundamental	Level 2	Level 4	Level 5	Total
	1. Operate a personal computer system 1. Organise oneself in the workplace	1. Plan and conduct research. 2. Function in a team.	1. Examine social features as pertaining to the workplace. 2. Apply communication skills in the workplace. 3. Demonstrate an understanding of professional values and ethics. 4. Analyse external factors influencing people who have special needs.	41
CORE	Level 2	Level 4	Level 5	166
		1. Operate professionally in a fitness environment. 2. Maintain fitness environment and equipment.	1. Apply principles of sport & exercise physiology. 2. Apply anatomical and biomechanical principles to physical activity. 3. Promote an awareness of nutrition principles. 4. Conduct a screening procedure. 5. Test and evaluate health related fitness. 6. Design exercise programmes. 7. Motivate and encourage participation in physical activity. 8. Utilize wellness concepts for lifestyle change. 9. Apply entrepreneurship to the administration of a sport, recreation or fitness business. 10. Provide for safety and risk management in sport, recreation or fitness. 11. Include persons with disabilities in sport, recreation or fitness activities. 12. Implement policies regarding HIV/Aids in the workplace. 13. Monitor and maintain occupational health and safety. 14. Identify and describe the physiological characteristics unique to special populations. 15. Identify and describe the anatomical & bio-mechanical differences unique to each special population. 16. Perform assessments & fitness tests for special populations. 17. Advise special populations on nutritional requirements and ergogenic aids. 18. Deal with common injuries, illness and special considerations in the context of physical activity. 19. Utilize personal development training for personal growth. 20. Present information in a public setting. 21. Implement strategies for behaviour change and lifestyle coaching.	222
Elective	Level 2	Level 4	Level 5	Min. of 40
			1. Lead and instruct exercise programmes for individuals and groups. 2. Lead and instruct exercise programmes for individuals and groups to music. 3. Design, implement and instruct exercise for children and youth. 4. Design, implement and instruct exercise programmes for older adults and increased risk. 5. Design, implement and instruct exercise programmes for pregnancy. 6. Periodise training and the training year. 7. Apply the principles and methods of sport fitness conditioning.	247
Total	9	16	222	247