



Qualification  
Guidance

# Active IQ Level 4 Certificate in Postural Assessment and Corrective Exercise

Qualification  
Accreditation Number:  
**603/3599/3**  
Version AIQ005751

**Active iQ**

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# Active IQ Level 4 Certificate in Postural Assessment and Corrective Exercise

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## Introduction

The Active IQ Level 4 Certificate in Postural Assessment and Corrective Exercise is at Level 4 on the regulated qualifications framework (RQF).

<b>Guided learning hours:</b>	160	<b>Total qualification time:</b>	270
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## Entry requirements:

Learners must hold one of the following (or equivalent):

- L3 Diploma in Personal Training.
- L3 Certificate in Personal Training.
- L3 Diploma in Instructing Pilates Matwork.
- L4 Certificate in Sports Massage Therapy.
- L4 Strength and Conditioning.

## Qualification outline

### Target learners:

- Learners aged 16+.
- Personal trainers.
- Strength and conditioning coaches.
- Sports massage therapists.

### Purpose

The purpose of this qualification is to provide learners with the knowledge and skills needed to be able to assess a client's posture and movement capacity, identify joint dysfunctions and movement restrictions, and plan and implement an effective corrective exercise strategy. During the qualification learners will cover the following:

- A deeper understanding of anatomy and physiology for human movement.
- How to assess client posture and identify specific joint movement dysfunction and muscle imbalances.
- How to develop corrective exercise strategies for managing posture and movement dysfunction

### Scope of practice

This qualification enables fitness professionals to work with clients who are apparently healthy and who have not been referred by a medical professional. Fitness professionals are able to identify and provide client-specific exercise programmes to help correct poor posture and improve joint movement and muscular imbalances associated with normal everyday life/activities. Fitness professionals **should not** work with injured clients or offer sports massage unless also qualified in this discipline.

## **Progression**

This qualification provides progression onto:

- Active IQ Level 4 Certificate in Advanced Personal Training.
- Active IQ Level 4 Certificate in Strength and Conditioning.

Learners may also progress onto qualifications in related sectors, for example, sports massage, where they will be provided with the knowledge and skills needed to practise sports massage alongside practising as a fitness professional.

## **Links to National Occupational Standards**

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for personal training.

## Occupational competence statements for tutoring, assessing and quality assurance

**This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.**

### **Required criteria**

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).
- Attend the Active IQ webinar for Postural Assessment and Corrective Exercise.
- Complete and Pass the two eAssessments included in the qualification.

### **Tutors and assessors**

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education (including professional and postgraduate).
- Qualified Teacher Status (QTS).

### **Assessors**

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

### **Internal verifiers**

Internal verifiers must hold or be working towards any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s), which should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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## Qualification structure

Learners must complete all three mandatory units.

### Mandatory units

	Unit	Unit accreditation number	Level	GLH	TQT
1	Anatomy and physiology for human movement	J/617/2169	4	65	100
2	Assessing client posture and identifying specific joint movement and dysfunction	A/617/2170	4	60	110
3	Developing corrective exercise strategies for managing posture and movement dysfunction	F/617/2171	4	35	60

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the joints of the skeleton in relation to human movement	1.1 Identify and locate the synovial and cartilaginous joints of the human body 1.2 Identify and locate the bony structures of the vertebrae of the spine 1.3 Explain the purpose of the connective structures of the spine, such as the intervertebral discs and ligaments of the spine 1.4 Describe the movements available throughout the different regions and vertebrae of the spine 1.5 Describe the different planes of human movement 1.6 Identify kinetic chain movement actions across the synovial joints, to include: <ul style="list-style-type: none"> <li>• Upper body (shoulder, elbow, wrist and hand)</li> <li>• Lower body (pelvis, hip, knee, ankle and foot)</li> </ul>
2. Understand the muscles of the body in relation to human movement	2.1 Identify and locate the major muscle groups of the body by joint 2.2 Identify and locate the individual muscles that comprise the larger muscle groups 2.3 Define the origins/insertions of a range of muscles in the body and their concentric/eccentric actions 2.4 Identify smaller stabilising muscles that are integral to joint function 2.5 Define the origins/insertions of a range of stabilising muscles and their concentric/eccentric actions 2.6 Identify the major muscles of the trunk that provide stability and movement 2.7 Define the origins/insertions of the muscles of the trunk and their concentric/eccentric actions 2.8 Describe the role of various connective tissues in maintaining efficient muscle function 2.9 Explain how the muscles of the body work together to create effective movement

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand how the nervous system unites joints and muscles in creating optimal movement	3.1 Define the motor unit and explain how the nervous system controls muscular contraction 3.2 Define muscle tone and explain how resting tone within different muscles influences body position and posture 3.3 Identify the proprioceptors of the muscles and the joints, and explain how they help regulate and provide movement and neural feedback 3.4 Describe muscular length–tension relationships around a joint, as controlled by the nervous system 3.5 Interpret deviations from optimal joint position and how proprioceptors and neural feedback alter muscle length–tension relationships
4. Understand optimal posture and common postural deviations	4.1 Identify optimal postural alignment of the body from anterior, posterior and side views 4.2 Explain the differences in pelvic girdle and shoulder girdle structure between the genders 4.3 Explain the difference in the occurrence of postural deviations between the genders 4.4 Describe the joint positions associated with the common postural deviations, to include: <ul style="list-style-type: none"> <li>• Upper cross syndrome (hyper-kyphosis)</li> <li>• Lower cross syndrome (hyper-lordosis)</li> <li>• Sway posture (forward hip translation)</li> <li>• Weight shift to one side</li> <li>• Rotational shift</li> <li>• Pelvic torsion</li> <li>• Pronation distortion syndrome</li> </ul> 4.5 Explain the imbalances and neuromuscular length–tension changes that occur across the relevant joints for each of the common deviations
5. Understand human movement and the integration of muscles and joints	5.1 Explain the overall gait pattern of human movement in relation to optimal walking pattern 5.2 Identify muscles that lengthen and contract simultaneously in an integrated manner during gait 5.3 Describe muscle integration across other common movement patterns, to include: <ul style="list-style-type: none"> <li>• Squatting and jumping</li> <li>• Lunging</li> <li>• Bending</li> <li>• Pushing and throwing</li> <li>• Pulling</li> <li>• Twisting</li> </ul> 5.4 Explain the integrated muscular relationships that commonly occur across major joints of the body, and how these can adapt and present as postural or movement dysfunction
<b>Assessment</b>	eAssessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to assess and identify posture and joint movement capacity	1.1 Identify a range of physical observations and visual markers that help determine body posture 1.2 Describe key hands-on physical joint position assessments 1.3 Correlate postural observations to the common postural deviations/imbbalances 1.4 Explain how to perform a range of isolated joint movement assessments 1.5 Explain how to perform a range of integrated joint movement assessments 1.6 Correlate movement dysfunction to the muscles that have a causative role
2. Be able to apply and interpret postural observation and assessment	2.1 Observe, identify and interpret visual markers related to a postural assessment for anterior, posterior and side views 2.2 Apply a hands-on pelvic position and motion assessment using bony landmarks 2.3 Apply a hands-on motion assessment of the subtalar joint of the foot 2.4 Apply a hands-on position assessment of the scapula 2.5 Interpret the information obtained from hands-on pelvic, foot and shoulder assessments
3. Be able to apply and interpret isolated joint range of movement assessments	3.1 Apply and interpret isolated joint range of movement assessments for the lower limbs 3.2 Apply and interpret isolated joint range of movement assessments for the upper limbs 3.3 Apply good client-handling techniques when performing isolated joint range of movement assessments 3.4 Exploit postural assessment results to help inform more effective isolated joint range of movement assessments
4. Be able to apply and interpret a range of integrated joint movement assessments	4.1 Apply a range of integrated joint movement assessments 4.2 Utilise effective communication techniques when directing a client to perform integrated movement assessments 4.3 Interpret integrated joint movement assessments and relate the results to posture and isolated joint assessment results

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
5. Be able to utilise posture and movement assessments to identify joint and muscle dysfunction	5.1 Utilise postural assessment results to identify potential muscular imbalances and restrictions 5.2 Utilise isolated joint movement results to identify specific muscular imbalances and restrictions 5.3 Utilise integrated joint movement assessments to identify specific muscular imbalances and restrictions 5.4 Combine postural, isolated and integrated joint movement assessments to provide evidence to justify final strategic results 5.5 Prioritise assessment results that target the most important muscular imbalances and dysfunctions
<b>Assessment</b>	eAssessment Observed modular summative assessment

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand how to use assessment results to inform a corrective exercise strategy	1.1 Explain how to utilise assessment results to justify the choices made within a corrective exercise strategy 1.2 Explain the purpose of self-myofascial release techniques to target restricted muscles 1.3 Explain the purpose of flexibility protocols to target restricted muscles 1.4 Explain the purpose of isolation exercises to target specific, inhibited muscles 1.5 Explain the purpose of compound/multi-joint exercises to integrate stimulated muscle tissues back into full function 1.6 Explain how a corrective exercise strategy can be integrated within a wider exercise programme
2. Be able to determine an effective flexibility strategy to resolve muscular restrictions	2.1 Justify a selection of self-myofascial release exercises as part of a corrective strategy 2.2 Justify a selection of targeted stretching exercises as part of a corrective strategy 2.3 Select the appropriate stretching techniques, as dictated by the degree of muscular restriction 2.4 Select the acute variables for each stretching exercise, such as sets, repetitions, stretch duration
3. Be able to determine an effective exercise strategy to strengthen imbalanced muscles	3.1 Justify a selection of isolation exercises to strengthen specific, inhibited muscles 3.2 Select compound/multi-joint exercises to integrate stimulated muscle tissues back into full function 3.3 Select the acute variables, such as sets, repetitions, load and/or time under tension in the application of corrective exercises
4. Understand the importance of re-assessment and adaptation of the corrective strategy	4.1 Explain the need for periodic re-assessment of a client's posture and movement capacity 4.2 Explain how to utilise re-assessment results to inform changes and adaptations to the corrective exercise strategy
<b>Assessment</b>	Case study

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