



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

THE ATHLETE'S LIFESTYLE

A/502/5790

LEVEL 3 UNIT 21

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



THE ATHLETE'S LIFESTYLE

A/502/5790

LEVEL 3

AIM OF THE UNIT

As a successful athlete there are a number of considerations that include both the physical and psychological aspects of sports performance as well as the pressure of being a role model to others and acting professionally at all times. Choices regarding behaviour both on and off the field of play contribute significantly to an athlete's reputation; from effective communication with coaches and officials to use of leisure time and relationships with the media. The unit looks in detail at the lifestyles that elite athletes should be following and considers both the athletes role within sport and competition but also additional responsibilities they may have from being in the public eye. How effectively athlete's deal with media organisations is important in terms of reputation but also from the perspective of possible sponsorship deals that can improve an athlete's income. The unit looks to consider the varying factors that can affect the lifestyle of elite athletes including lifestyle factors, media pressure and the need to plan for a career outside professional sport.

PURPOSE OF THE UNIT

The unit is beneficial for learners who are elite athletes themselves or have ambitions of working with elite athletes in the future in either a coaching or management capacity. The unit provides an insight into the factors that influence elite performers and the considerations of their lifestyle on sporting success. The unit looks at factors within a sports context but also external factors such as peer pressure and financial constraints. The unit aims to widen learners knowledge of the factors that should be considered when working with elite athletes and the behaviours that are to be expected from athletes who serve as role models to others and ambassadors for their sport. In identifying the factors that can influence the lifestyle of athletes the unit also looks to explore the strategies that can be used to cope with additional pressures as well as guidance and training on dealing effectively with the media. Finally the unit aids learners in understanding the need for elite and professional athletes to consider careers after competitive sport through injury or retirement to ensure there are options for athletes when they stop competing at an elite level.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1	Know how lifestyle can affect athletes	P1 describe five different lifestyle factors that can affect athletes		
2	Know the importance of appropriate behaviour for athletes	P2 describe the importance of appropriate behaviour for athletes	M1 give examples of the affect that appropriate and inappropriate behaviour has had on an athlete's career	
		P3 describe strategies that can be used by athletes to help deal with three different situations that could influence their behaviour		
3	Know how to communicate effectively with the media and significant others	P4 describe the factors to be considered when giving two different types of media interview	M2 identify effective communication skills within a media interview	D1 describe the impact that effective communication with media and significant others can have in sport
		P5 describe the factors to be considered when communicating with significant others		
4	Be able to produce a career plan	P6 produce a career plan covering an individual's career as an athlete and their career outside competitive sport	M3 explain why it is important for athletes to plan for a career outside competitive sport	D2 create own plan for a career within sport

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know how lifestyle can affect athletes

Lifestyle factors: i.e. leisure time, appropriate rest periods, diet, inappropriate activities (e.g. alcohol, gambling, smoking, recreational drugs, performance enhancing drugs, inappropriate behaviour), pressures (e.g. peer group, social groups, media, coaches, living arrangements, training schedule, competition, education), financial (e.g. costs, sponsorship, tax, insurance).

LO2 Know the importance of appropriate behaviour for athletes

Behaviour: i.e. conduct; within training, competitions, leisure time (e.g. rules, sportsmanship, appropriate attire), sports role models (e.g. professional sport, sport ambassadors, celebrities), inspiring young people, increasing participation, increasing awareness of sport.

Management strategies: (e.g. mentoring, life coaching, elite athlete support, group discussions, change of lifestyle, change of routines, managing education commitments).

Situations: i.e. in sports arena (e.g. competition, opponents, fans, during training, teammates, officials), outside of sports arena (e.g. employers, tutors, media, managers, sponsors, social groups).

LO3 Know how to communicate effectively with the media and significant others

Factors: i.e. clarity, accuracy of information, planning and preparation (e.g. purpose of communication, required content, prompts, research), delivery skills (e.g. eye contact, body language, intonation, pace, accent, language), considerations of different media (e.g. appearance, timing, pre-recorded or live).

Types of media interview: i.e. online (e.g. social media, YouTube, websites), television (e.g. local, regional, national), radio (e.g. local, regional, national), print media (e.g. local newspapers, national newspapers, magazines).

Effective communication: i.e. delivering messages, opportunities, role models, working with others.

Significant others: (e.g. peers, teammates, coaches, managers, agent, officials, employers).

LO4 Be able to produce a career plan

Career plan: i.e. use of goal setting; SMART, short, medium and long term; needs analysis (e.g. SWOT, career goals, technical development, tactical development), career planning (e.g. athletic expectations, review periods, transition periods, (e.g. change of level, coach or club), athletic and second career planning, career after professional sport (e.g. education and qualifications, additional experience, coaching badges) or during periods away from professional sport (e.g. illness and temporary/permanent injury), career options outside of professional sport (e.g. coach, manager, sports therapy, physiotherapist, sport science).

DELIVERY GUIDANCE

LO1 & LO2 The unit is designed to provide more in depth knowledge of the factors that can affect elite athletes and the strategies and coping mechanisms that can be utilised in helping athletes deal with the additional pressures whilst also performing effectively within their sport. The unit provides the structure of theoretical concepts but these are best applied and discussed when accompanied by current, vocational examples. Athletes (e.g. Freddie Flintoff, Mario Balotelli and Mike Tindall) have all displayed behaviours that have been picked up by the media and deemed inappropriate for professional sportsmen. Current, topical issues at the time of delivery should be used to facilitate discussion but the additional use of articles, press releases and interviews should be utilised in contextualising the factors being discussed. Learners should also highlight athletes that they perceive as role models and identify what it is about their lifestyle choices that they admire comparing them to athletes that they feel do not behave appropriately. Looking specifically at young elite athletes and the additional pressures of family members, clubs, and education providers can allow learners to reflect on personal experience or relate to some of the pressures identified. Although lifestyle factors can include common issues such as alcohol, gambling and recreational drug use, care should be taken to ensure the focus remains on the impact these factors can have in the lifestyle and sporting performance of elite athletes rather than the more generic implications of such lifestyle choices. The link between appropriate lifestyle and athletic performance needs to remain the focus of discussion and application of knowledge. Guest speakers are of particular value within this unit as they provide personal experiences and additional context as well as greater understanding regarding the strategies that can be used to deal with difficult situations.

LO3 Communicating effectively, particularly with media organisations again allows tutors to use resources from the internet that show athletes in different media scenarios and communicating with significant others. Role play is used within the summative assessment and provides learners with an opportunity to develop transferable skills whilst widening their knowledge on the different considerations of different types of media interview and the varying considerations of communicating effectively with those they encounter on a day to day basis. Scenarios can be facilitated by the tutor and examples of good and bad media interviews can be used to

aid learners in describing the different factors that contribute to effective communication and successful interviews.

Regarding the communication with significant others there should again be a focus on current communication trends, for example the use of social media, particularly Twitter by elite sports men and women to communicate with fans, teammates and sponsors.

LO4 The final part of the unit allows learners to demonstrate knowledge through application within a career plan. Where possible this can be for the individuals themselves but may be more likely to relate to someone they know either personally or through media avenues. Learners should consider both the development of a sporting career and the broader options once an athlete has finished competing. Again guest speakers and examples of athletes that have successfully moved into other career avenues once they have stopped competing would be particularly helpful in aiding learners to develop career plans.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1, P2, P3 and M1	Lifestyle factors and appropriate behaviour	Learners are working with young elite athletes and are required to produce a presentation informing them of the lifestyle factors they should consider and the behaviour athletes are expected to display.	Groups discussion and a witness statement Poster presentation
P4, P5, M2 and D1	Communicating effectively	Learners are training young elite athletes on how to communicate effectively and work with media organisations. They are to create a role play to demonstrate how to communicate in different interview scenarios.	Information booklet and role play Written review
P6, M3 and D2	Career planning	Learners are aiding young athletes with career planning and have been asked to create a career plan for a specific individual.	Written career plan

RESOURCES

Books

Elicksen D – *Positive Sports: Professional Athletes and Mentoring Youth* (Freelance Communications, 2003) ISBN 9780973023732

Mottram, D R – *Drugs in Sport* (Routledge, 2005) ISBN 9780415375641

Journals

Athletics Weekly

Cycling Weekly

Peak Performance

Websites

BBC Sport <http://www.bbc.co.uk/sport/0/>

UK sport www.uksport.gov.uk

Livestrong www.livestrong.com

UK Anti-Doping in Sport www.ukad.org.uk/athletes/100percentmee

UK Sport www.uksport.gov.uk/pages/performance-lifestyle

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 3: Current Issues in Sport

Unit 8: Sport as a Business



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OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

FITNESS TRAINING AND PROGRAMMING

D/502/5619

LEVEL 3 UNIT 23

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



FITNESS TRAINING AND PROGRAMMING

D/502/5619

LEVEL 3

AIM OF THE UNIT

This unit is aimed at providing learners with the knowledge to plan and design fitness training sessions and programmes. As well as reviewing and evaluating their own programmes, giving the learner valuable practical experience of working with a client, providing them with skills transferable to the work place.

This unit is relevant for learners that are interesting in becoming a fitness instructor, strength and conditioning coach, sports coach or elite athlete.

PURPOSE OF THE UNIT

Fitness is a key element of sport from participation to elite level sport. All athletes strive to become as fit as possible to succeed in the sporting environment. Elite level athlete's work very closely with coaches to develop fitness sessions and programmes to ensure they are as fit as possible, taking into consideration all aspects of fitness and the times of the year they need to peak. At participation level, individual's still use training programmes to provide targets and motivation to stay fit.

The first part of this unit looks at different fitness components, aerobic endurance, flexibility, muscular endurance, power, speed and strength, giving the learner a range of ways to train each component and the chance to participate in a number of sessions. The next part looks at developing training sessions for each component, taking into account the client's needs and the components they need to train. Whilst planning training sessions the learner will take into account appropriate exercises, repetitions, sets, resistance, order of exercises, number of exercises, work/rest ratios and speed of movement.

The second part of the unit continues the learner's development and looks at planning a training programme for a selected individual. Learners will take into consideration the principles of training and periodisation to ensure the client improves throughout. They will also work with the client to set SMART goals that are specific to the needs of the individual. Finally the learner's will revise the programme to ensure it is working to its maximal potential for the client. They are encouraged to develop a training diary so sessions can be recorded and feedback given, for monitoring and evaluation of the programme against the set goals.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know different methods of fitness training	P1 describe one method of fitness training for six different components of physical fitness	M1 give examples of a range of fitness training methods	D1 identify different training methods appropriate for different components of physical fitness
2 Be able to plan a fitness training session	P2 produce training session plans covering cardiovascular training, resistance training, flexibility training and speed training		
3 Be able to plan a fitness training programme	P3 produce a six-week fitness training programme for a selected individual that incorporates the principles of training and periodisation	M2 set SMART goals for a six week training programme for a selected individual	D2 revise a six-week fitness training programme based on performance against set goals
4 Be able to review a fitness-training programme.	P4 monitor performance against goals during the six-week training programme	M3 analyse performance against set goals during a six-week training programme	
	P5 give feedback to an individual following completion of a six-week fitness training programme, describing strengths and areas for improvement		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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LO1 Know different methods of fitness training:

Components of physical fitness: i.e. aerobic endurance, flexibility, muscular endurance, power, speed and strength.

Methods of training: i.e. aerobic endurance training (e.g. continuous training, interval training, fartlek training, VO2 max training), strength (e.g. weight training, resistance machines, free weights), flexibility (e.g. static, PNF, ballistic, dynamic, active), speed and speed endurance (e.g. hill sprints, pyramids, harness training, acceleration training, interval training), power (e.g. plyometric, explosive weight training, ballistic training), muscular endurance (e.g. power endurance, circuit training, kettlebell training, medicine ball training, core stability).

LO2 Be able to plan a fitness training session

Plan: i.e. F.I.T.T Principle – Frequency, Intensity, Time, Type; warm up, main activity, cool down.

Subject of plan: (e.g. level of fitness (e.g. unfit – elite) (individual or group).

Cardiovascular training: i.e. volume and intensity, monitoring intensity (e.g. heart rate monitoring, rating of perceived exertion, Karvonen Formula, talk test, anaerobic threshold. work/rest ratio).

Resistance training: i.e. exercise, resistance, repetitions, sets, rest between sets, (e.g. speed of movement, eccentric, concentric, isometric).

Flexibility training: i.e. muscle group stretching, choice of exercise, repetition and time. (e.g. order of exercises).

Speed training: i.e. distance, time, repetitions, sets, rest between sets (e.g. work/rest ratio).

LO3 Be able to plan a fitness training programme

Principles of training: i.e. Specificity, Overload, Progression, and Reversibility. FITT principles (Frequency, Intensity, Time and Type) individual needs.

Periodisation: i.e. Macrocycle, Mesocycle, Microcycle.

Plan: (e.g. F.I.T.T Principle – Frequency, Intensity, Time, Type).

Subject of plan: (e.g. level of fitness (e.g. unfit – elite).

SMART targets: i.e. Specific, Measurable, Attainable, Realistic and Time bound.

LO4 Be able to review a fitness-training programme

Goals: (e.g. short, medium and long term goals).

Monitor: (e.g. training diary, online programme, app,) number of sessions, dates, and length of session, details of the session, progression (e.g. attitude, motivation), links to goals).

Revise: i.e. amendments to the programme based on set goals.

DELIVERY GUIDANCE

LO1 The starting point for delivering this unit is the identification of the different components of fitness; this will allow learners to come up with suitable examples of how each component can be trained. This could be done in pairs and then fed back to the group to create discussion. This is a practical unit, which would benefit from learners taking part in a wide range of fitness sessions covering all components. Aerobic endurance training could include continuous, fartlek and interval. Flexibility could cover active, static and PNF. A plyometric session would allow the learner to train for power. Speed training can be covered through a session involving interval training and/or acceleration training. Muscular endurance /strength training has a variety of methods; these include free weights, resistance weights, circuit training, core stability training, TRX and kettlebell training. Learners need to develop an awareness of each component, and a range of methods to train each. The use of local sports coaches and/or local fitness instructors may help the tutor deliver these sessions.

LO2 Learners should plan their own training sessions, taking notes during each component trained in LO1. Sharing plans with the group can help them develop their sessions. Using case studies and/or videos such as YouTube can help the learner explore a wide range of training sessions.

LO3 Provide learners with information on the theory of programme design; they should be introduced to the principles of training and periodisation and also the setting of SMART targets, and collecting the appropriate information. Small group work could allow the learners to practice planning training programmes and receive feedback before producing their own programmes.

Extended research using case studies and looking at elite athletes training programmes will help learners to provide detail and justify their training programme.

The tutor should introduce the use of training diaries and the information that needs to be recorded in them. Examples of training diaries used by elite athletes would benefit the learners understanding. This will enable the learner to gather information they will use in LO4.

LO4 The learner must be able to give feedback to their client on the effectiveness of their fitness programme. They should be able to describe and analyse the client's performance against goals that have been set in LO3. They should also be able to revise their six week training programme based on performance against the goals set for the client. Tutors could get the learners to practice giving feedback in the classroom so the learners are comfortable in front of their client.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1, P2, M1 and D1	Methods of fitness training and session planning.	You have been asked by your college to help with the fitness of one of their sports teams. They have asked you to describe the methods of fitness training so the athletes can understand all of them and produce a series of session plans for the different methods of fitness training.	Fact sheets Observation Session plans.
P3, P4, P5, M2, M3 and D2	Planning and reviewing fitness-training programmes.	The college have also asked you to produce a six-week programme for one of their athletes who needs to improve their fitness; you will also need to review the programme to see what progress has been made, giving feedback to the athlete.	Observation Training programmes Training diaries Result sheets Questionnaires Interviews Written reports Witness statements

RESOURCES

Books

Hazeldine R – *Fitness for Sport* (The Crowood Press, 2000) ISBN 9781861263360

Heyward V H – *Advanced Fitness Assessment and Exercise Prescription* (Human Kinetics, 2006) ISBN 9780736057325

Howley E T and Franks B D – *Health Fitness Instructor's Handbook* (Human Kinetics Europe, 2003) ISBN 9780736042109

Lawrence M – *The Complete Guide to Core Stability* (A&C Black, 2007) ISBN 9780713683479

Watson A W S – *Physical Fitness and Athletic Performance; A Guide for Students, Athletes and Coaches* (Longman, 1996) ISBN 9780582091108

Brandon, Leigh (2009). *Anatomy of Strength and Fitness Training for Speed*. McGraw-Hill. ISBN 978-0-07-163363-5.

Journals

American College of Sport Medicine's Health and Fitness Journal

Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Journal of Sports Science and Physical Fitness

Peak Performance Research Quarterly for Exercise and Sport

Websites

www.lifetime-fitness-routines.com Lifetime Fitness Routines

www.sports-training-adviser.com Sports Training advisor

www.teachpe.com Teach PE

www.s-cool.co.uk S Cool revision

www.sport-fitness-advisor.com Sport fitness advisor.

www.livestrong.com Livestrong.

American College of Sports Medicine British www.acsm.org

Association of Sport and Exercise Sciences www.bases.org.uk

Coachwise www.1st4sport.com

Human Kinetics www.humankinetics.com

Sport Science www.sportsci.org

Sports Coach UK www.sportscoachuk.org

Top End Sports www.topendsports.com

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 1: Principles of Anatomy and Physiology in Sport

Unit 3: Current Issues in Sport

Unit 4: The Physiology of Fitness

Unit 5: Sports Nutrition

Unit 14: instructing Physical Activity and Exercise

Unit 22: Assessing Risk in Sport

Unit 25: Fitness Testing for Sport and Exercise



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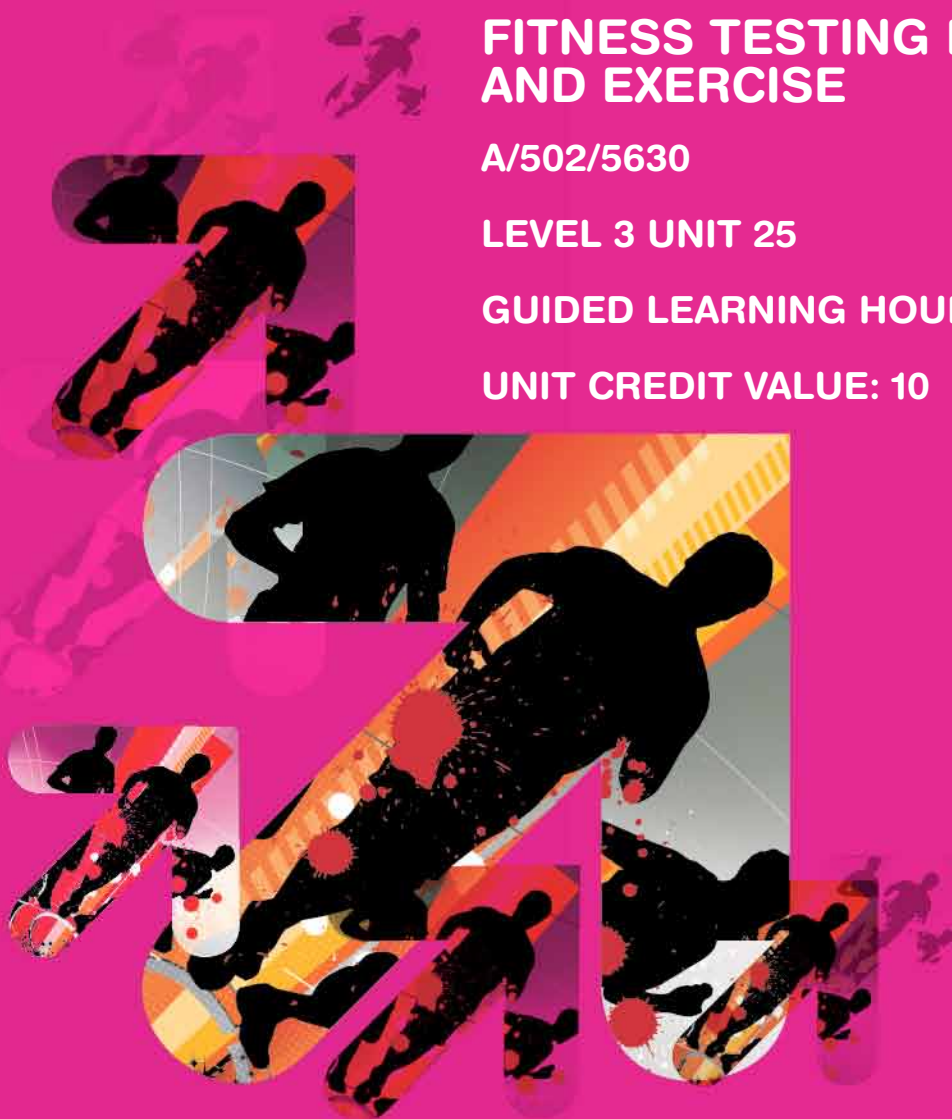
FITNESS TESTING FOR SPORT AND EXERCISE

A/502/5630

LEVEL 3 UNIT 25

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



FITNESS TESTING FOR SPORT AND EXERCISE

A/502/5630

LEVEL 3

AIM OF THE UNIT

This unit will allow the learner to gain knowledge and understanding of health screening, health monitoring tests and fitness testing. It will enable the learner to administer screening, monitoring and fitness tests, gaining practical experience and knowledge that could be taken into a work place.

PURPOSE OF THE UNIT

With concerns over the population's health and fitness, rising levels of obesity and diabetics amongst other illnesses, people with sedentary lifestyles are looking to improve their health and fitness. To do this they must first find out and understand what their current level of fitness is; identifying strengths and areas of development allowing them to set goals and strive to become fitter and healthier.

Elite athletes use health monitoring and fitness testing throughout the year to monitor their fitness levels, allowing coaches to plan training programmes to their specific needs and to make sure they are not suffering any health problems that will have a detrimental effect on their performance.

Health and fitness clubs are offering these services so fitness instructors can provide clients with a fitness programme that is designed to their individual needs. The elite sport provision in the wake of a number of high profile footballers suffering heart conditions are also encouraging all footballers to attend health screening.

The first part of this unit looks at fitness tests covering a range of physical fitness components. Learners will look at each test and understand the advantages and disadvantages of each test. They will then critically compare the use of laboratory and field based fitness tests. Learners will research and design their own health-screening questionnaire and carry out health monitoring tests. In the second part of the unit, learners will administer a complete programme of health screening, health monitoring and fitness tests for a selected individual ensuring they are valid, reliable and suitable. They will also provide feedback to their clients, comparing their results with national normative data and recommending how the client can improve their fitness and health in the future.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know a range of laboratory-based and field-based fitness tests	P1 describe one test for each component of physical fitness, including advantages and disadvantages	M1 critically compare the use of laboratory-based fitness tests against field-based fitness tests for a range of components of physical fitness	
2 Be able to use health screening techniques	P2 prepare an appropriate health screening questionnaire		
	P3 devise and use appropriate health screening procedures for two contrasting individuals	M2 review health screening procedures, health monitoring tests and fitness tests, identifying weaknesses and areas for improvement	D1 deliver a complete programme of health screening procedures, health monitoring tests and fitness tests for a selected individual ensuring they are valid, reliable and suitable
	P4 safely administer and interpret the results of four different health monitoring tests for two contrasting individuals		
3 Be able to administer appropriate fitness tests	P5 select and safely administer six different fitness tests for a selected individual recording the findings		
4 Be able to interpret the results of fitness tests and provide feedback.	P6 give feedback to a selected individual, following fitness testing, describing the test results and interpreting their levels of fitness against normative data		

TEACHING CONTENT

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LO1 Know a range of laboratory-based and field-based fitness tests

Fitness tests: i.e. agility (e.g. Illinois, T Drill Test), balance (e.g. Standing Stork Test), speed (e.g. 30m test), reaction time (e.g. Ruler drop test), power (e.g. Sargent test, standing long jump), cardio – respiratory endurance (e.g. Multi stage, Queens college step test, 12 minute run, Yo-Yo endurance test), flexibility (e.g. sit and reach), muscular endurance (e.g. 1 min press up, 1 min sit up); maximum strength (e.g. grip dynamometer, chin up test), body composition (e.g. skinfold test, BMI, body fat percentage); laboratory based (e.g. BMI, VO2 Max etc), field based (e.g. 30m sprint test, press up etc).

Advantages/disadvantages: (e.g. easy to set up, equipment required, cost, facilities required, administering the tests, time, validity, reliability, skill level of person carrying out the test, group size).

LO2 Be able to use health screening techniques

Questionnaire: (e.g. medical history, current fitness, injuries, inappropriate activities for the client, lifestyle choices).

Health screening procedures: (e.g. PAR Q, consent form, checking equipment, health screening, questionnaires, medical referral, client confidentiality).

Conducting health screening: (e.g. confidentiality, professional standards, setting goals – client ownership, negotiation, SMARTER - specific, measurable, agreed, realistic, timed, exciting, recorded, likes and dislikes, time management).

Contrasting clients: (e.g. ability levels, disabilities, age (children, elderly), gender, culture, current fitness levels, individual, groups, health levels (obesity, high blood pressure, diabetes) work commitments (night shift, weekends)).

LO3 Be able to administer appropriate fitness tests

Administration: (e.g. maximal or sub-maximal, validity and reliability, suitability, test sequence, test protocols, recording test results, health and safety).

Health monitoring tests: (e.g. blood pressure, body mass index, heart rate, lung function, skinfold calipers).

Selecting clients: (e.g. ability levels, disabilities, age (children, elderly), gender, culture, current fitness levels, individual, groups, health levels (obesity, high blood pressure, diabetes) work commitments (night shift, weekends)).

Selection of appropriate tests for the athlete: (e.g. Illinois, T Drill Test, Standing Stork Test, 30m speed test, Sargent test, standing long jump, Multi stage, Queens college step test, 12 minute run, Yo-Yo endurance test, sit and reach, 1 min press up, 1 min sit up, grip dynamometer, chin up test, skinfold test, BMI, Body fat percentage).

Validity, reliability, suitability: (e.g. definition of each area, extent each test has achieved each area or issues arisen during each test).

LO4 Be able to interpret the results of fitness tests and provide feedback

Normative data: i.e. use of normative data (e.g. compare to data to assess fitness levels and the level required for excellence, norms for sports performance, norms for elite athletes).

Methods of feedback: i.e. verbal and written, computer or paper based.

Feedback: i.e. providing advice about fitness levels, setting future goals, strengths and areas for improvement, recommendations.

DELIVERY GUIDANCE

LO1 Know a range of laboratory-based and field-based fitness tests

To allow the learners to get a complete understanding of each fitness test, the tutor should practically conduct as many tests as possible, ensuring that the learners understand which fitness component is being tested and the protocol of conducting the test. Use of local coaches and fitness trainers to conduct the tests will allow the learners to pose questions to help with their understanding of the advantages and disadvantages.

Classroom work researching each test will extend knowledge and allow the learners to research a description of each test; this could then be transferred to an interactive white board for discussion.

The learners will need to be able to critically compare tests that can be conducted in a laboratory and those that can be carried out in the field, identifying a range of fitness components that can be tested through both laboratory and field based fitness tests.

LO2 Be able to use health screening techniques

Visiting a local gym or gathering a number of different health screening forms from local companies or off the internet could be a good starting point for this LO. Learners should note down all the common themes across the different forms and discuss what they think should be in a good form to allow them to gather all the relevant information. This could be done in small groups or as a whole class.

Learners should design their own form, perhaps with their own logo. These can be printed out, or conducted using a computer/tablet/phone.

Role-play within the class could be used so the learners can work on their communication skills and manner before conducting the two assessed clients.

Recording learners findings can be presented verbally (witness statement) or through a written report.

LO3 Be able to administer appropriate fitness tests

Learners need to know how to conduct health-monitoring tests including blood pressure, heart rate and body mass index. These should be demonstrated, and then learners should be given the opportunity to practice in small groups. Again a fitness instructor or nurse could be used to ensure the correct procedure is followed. The learners should get time to practice each test with feedback from the tutor. It is important that learners are able to identify when an individual needs medical referral.

Two contrasting clients should be selected to allow the learners to get a variation in results they can analyse.

Then the learners need to be able to conduct a series of fitness tests and record their findings. Using their knowledge from LO1, the learners should practice on each other to ensure they conduct the tests correctly and practice recording their results accurately, they should also consider validity, reliability and suitability of each of the tests.

Presentations using photos, videos of learners practically carrying out the tests, would be good evidence. A results recording sheet should be designed and used to record their findings.

The learners should review their screening procedures, monitoring tests and fitness tests; and should identify areas of weakness that need improvement.

Delivery of a completed programme of health screening, health monitoring and fitness testing should be carried out on a selected individual once the review has taken place to ensure that the client has a reliable, valid and suitable programme.

LO4 Be able to interpret the results of fitness tests and provide feedback

Normative data that can be found on websites such as www.brianmac.co.uk and in textbooks should be used to provide analysis and feedback to the learners client. The learners should be encouraged to do this as part of their role-play during LO3, so they can practice interpretation of results.

Learners may want to use computer software, excel, fitness apps to generate a fitness assessment report.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1 and M1	Fitness testing	You have been given a work experience placement at a local health and fitness club. You are going to be working alongside one of their fitness instructors, so they have asked you to be familiar with health screening and monitoring tests and fitness testing so you can assist the fitness instructor in a professional manner.	Presentation Observation Fact sheets Videoing
P2, P3, P4, M2 and D1.	Health screening and monitoring		Questionnaire Observation Videoing Photographs Written reports Presentation Verbal feedback Witness statements
P5, P6, M3 and D2	Are you fit?		Observation Record sheets Written reports. Verbal feedback

RESOURCES

Books

Adams G M – *Exercise Physiology Laboratory Manual: Health and Human Performance* (McGraw Hill Higher Education, 2001) ISBN 9780072489125

Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193

Davis J – *Fitness for Games Players* (NCF, 1996) ISBN 9780947850104

Franks B D, Howley E T – *Fitness Leader's Handbook* (Human Kinetics Europe, 1998) ISBN 9780880116541

Fulcher K, Fox P – *Your Personal Trainer: The Ultimate Guide to Getting Fit for any Sport* (Metro Books, 2002) ISBN 9781843580027

Hazeldine R – *Fitness for Sport* (The Crowood Press, 2000) ISBN 9781861263360

Moran G T, McGlynn G – *Cross Training for Sports: Programmes for 26 Sports* (Human Kinetics, 1997) ISBN 9780880114936

Scott A – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506360

Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Wansworth A - *The Complete Practical Encyclopedia of Fitness Training: Everything You Need to Know About Strength and Fitness Training in the Gym and at Home, from Planning Workouts to Improving Technique* (Lorenz Books, 2010) ISBN-10: 0754818810

Watson A W S – *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches* (Longman, 1996) ISBN 9780582091108

Journals

American College of Sport Medicine's Health and Fitness Journal

British Journal of Sports Medicine Exercise and Sport Sciences Reviews

International Journal of Sports Science and Coaching

Medicine and Science in Sports and Exercise Research Quarterly for Exercise and Sport

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 14: instructing Physical Activity and Exercise

Unit 22: Assessing Risk in Sport

Unit 23: Fitness Training and Programming



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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