



Accredited

# 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

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> 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.

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 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](http://www.lifetime-fitness-routines.com) Lifetime Fitness Routines

[www.sports-training-adviser.com](http://www.sports-training-adviser.com) Sports Training advisor

[www.teachpe.com](http://www.teachpe.com) Teach PE

[www.s-cool.co.uk](http://www.s-cool.co.uk) S Cool revision

[www.sport-fitness-advisor.com](http://www.sport-fitness-advisor.com) Sport fitness advisor.

[www.livestrong.com](http://www.livestrong.com) Livestrong.

American College of Sports Medicine British [www.acsm.org](http://www.acsm.org)

Association of Sport and Exercise Sciences [www.bases.org.uk](http://www.bases.org.uk)

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

Human Kinetics [www.humankinetics.com](http://www.humankinetics.com)

Sport Science [www.sportsci.org](http://www.sportsci.org)

Sports Coach UK [www.sportscoachuk.org](http://www.sportscoachuk.org)

Top End Sports [www.topendsports.com](http://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



## **CONTACT US**

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

We're always delighted to answer questions and give advice.

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