

Cambridge TECHNICALS LEVEL 2

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SPORT AND PHYSICAL ACTIVITY

Unit 6

Components and principles of
fitness training for sport and
physical activity

L/615/2388

Guided learning hours: 60

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LEVEL 2

UNIT 6: Components and principles of fitness training for sport and physical activity

L/615/2389

Guided learning hours: 60

Essential resources required for this unit: Fitness equipment/facilities

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

One of the main reasons why people first start to participate in sport and physical activity is to “get fitter”, but what does this actually mean? There are a number of components of fitness and each one can be trained differently, depending on a person’s goals.

This unit provides you with the skills to apply the principles of training when selecting different training methods to train different components of fitness for different participants in sport and physical activity. These skills are applied by Assistant Sports Coaches and Assistant Fitness Instructors as part of their work and so will be applied within other units within these Diploma pathways.

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.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Know the components of fitness</p>	<p>1.1 Skill related fitness, i.e.</p> <ul style="list-style-type: none"> • agility • balance • co-ordination • speed • reaction time • power <p>1.2 Physical fitness, i.e.</p> <ul style="list-style-type: none"> • cardiovascular endurance • flexibility • muscular endurance • muscular strength • body composition
<p>2. Be able to analyse the use of different components of fitness in a range of sports and physical activities</p>	<p>2.1 Characteristics of different types of sports and physical activities, i.e.</p> <ul style="list-style-type: none"> • individual or team • contact or non-contact • skills required in the sport/activity • use/manipulation of equipment (e.g. ball, racquet, bat) • duration of activity • intensity of activity/high tempo or low tempo • performance conditions (e.g. gradient in road cycling, snow conditions for skiing) <p>2.2 Impact of activity characteristics on the use of different components of fitness (e.g. lower intensity but longer duration such as marathon requires more endurance, less explosive power)</p> <p>2.3 Assess the use of different components of fitness in sports and physical activities based on their characteristics (e.g. <i>football</i> - muscular endurance, speed, aerobic endurance, flexibility, agility, reaction time, coordination; <i>gymnastics</i> - balance, coordination, flexibility; <i>tennis</i> - muscular endurance, speed, power, aerobic endurance, agility, coordination, reaction time, flexibility; <i>netball</i> - muscular endurance, speed, agility, reaction time, coordination)</p>

<p>3. Be able to identify training methods for components of fitness</p>	<p>3.1 Aerobic endurance training (e.g. continuous training, interval training, Fartlek training, VO2 max training)</p> <p>3.2 Flexibility training – can also improve agility, balance and coordination (e.g. static stretch, dynamic stretch, PNF, Yoga, Pilates)</p> <p>3.3 Muscular endurance training (e.g. weight training, resistance machines, free weights, Plyometric, TRX, Viper, CrossFit, core stability, circuit training, kettlebell)</p> <p>3.4 Speed training – can also improve agility and reaction time (e.g. harness training, acceleration training, interval training, explosive weight training, hill sprints)</p> <p>3.5 Strength training – can also improve balance and coordination (e.g. weight training, resistance machines, free weights, plyometric, TRX, Viper, CrossFit, core stability, circuit training, kettlebell)</p> <p>3.6 Power training – can also improve agility and reaction time (e.g. explosive weight training, resistance machines, free weights, plyometric, CrossFit, kettlebell, hill sprints)</p> <p>3.7 Cross training (e.g. training in two or more sports to improve fitness, particularly for main sport)</p>
<p>4. Be able to apply the principles of training when selecting training methods for participants in sport and physical activity</p>	<p>4.1 Principles of training and their application, i.e.</p> <ul style="list-style-type: none"> • F.I.T.T.A, i.e. <ul style="list-style-type: none"> ○ Frequency (e.g. how often you train/regularity of sessions) ○ Intensity (e.g. how hard you train/how many reps/how heavy the weights lifted are) ○ Time (e.g. length/duration of sessions) ○ Type (e.g. method(s) of training chosen) ○ Adherence (e.g. keeping to a training plan/regime) • S.P.O.R.T, i.e. <ul style="list-style-type: none"> ○ Specificity (e.g. relevance/suitability to the needs of the person training) ○ Progression (e.g. increasing the demand of the training over time (also need to consider how quickly or gradually to increase this)) ○ Overload (e.g. demand of training needs to go beyond what the body is used to in order to improve fitness) ○ Reversibility (e.g. improvement or development will regress if training stops/'use it or lose it') ○ Tedium (e.g. variety is needed in training to avoid it becoming boring and affecting motivation)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria which are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know the components of fitness	P1: Describe the components of fitness		
2. Be able to analyse the use of different components of fitness in a range of sports and physical activities	*P2: Identify the components of fitness used in a range of sports/physical activities	M1: Describe how components of fitness are used differently for different sports/physical activities	D1: Assess how a selected participant could train to improve performance in a specific sport/physical activity
	*P3: Analyse how the components of fitness are used for a selected sport/physical activity		
3. Be able to identify training methods for components of fitness	*P4: Identify a range of training methods for each component of physical fitness	M2: Evaluate the use of different training methods for a range of fitness components	
4. Be able to apply the principles of training when selecting training methods for participants in sport and physical activity	P5 Apply principles of training to a selected sport/physical activity		

SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

ASSESSMENT GUIDANCE

LO1: Know the components of fitness

For P1, learners must describe all of the components of fitness for both physical and skill related components in teaching content 1.1 and 1.2.

LO2: Be able to analyse the use of different components of fitness in a range of sports and physical activities

For P2, learners need to identify how each component of fitness is used in a sport/physical activity, and look at a minimum of 3 sports or physical activities in total (so the 11 fitness components from 1.1 and 1.2 should each be covered somewhere in the 3 (or more) sports/activities).

For P3 the learner must select one sport to give an analysis of how the relevant components of fitness are used, giving examples of how the components are being used in the sport. A minimum of three components must be analysed in the context of the sport chosen.

For M1, learners will need to describe how the same components of fitness are used differently in different sports/physical activities. For example, in football, power will be used when shooting on goal whereas in gymnastics, power will be used in performing a handspring. Learners will need to do this for each component of fitness identified in teaching content 1.1 and 1.2 and give examples of how the components are used differently in at least two sports or physical activities.

For D1, learners will need to show their understanding of how at least two training methods could be used by a performer (can be a peer who regularly participates in sport) to improve performance in their sport or physical activity. The assessment needs to adhere to the principles of training and consider the suitability of training methods for the performer and activity in question.

For this LO, learners will benefit from drawing on learning from Unit 2 Physical preparation and readiness for sport and physical activity – LO4 Understand the needs of different participants in sport and physical activity.

LO3: Be able to identify training methods for components of fitness

For P4, learners will need to identify a range (three or more) of training methods suitable for each component of physical fitness.

For M2, learners must evaluate the use of different training methods for a minimum of three fitness components. For each fitness component selected, they should evaluate the use of at least two appropriate training methods, comparing their suitability.

For this LO, learners will benefit from drawing on learning from Unit 1 Physical activity, health and wellbeing, LOs 1 and 2 and Unit 2 Physical preparation and readiness for sport and physical activity, LOs 1, 2 and 4.

LO4: Be able to apply the principles of training when selecting training methods for participants in sport and physical activity

For P5, learners will need to apply both the FITTA principle and SPORT principle to a selected sport or physical activity. Learners could recall experiences when they have been affected by aspects of either principle e.g. when they used specificity in training or when they encountered reversibility due to an injury.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for Technical Certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Assistant Sports Coach and Assistant Fitness Instructor pathways.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could complete a work-experience placement at a local gym, studio or with a Personal Trainer (PT) to develop knowledge and improve planning skills.
2. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	A gym instructor or a PT could deliver a guest lecture on the methods of training, highlighting the positives and negatives of each.
3. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry practitioners could mentor learners on their placement providing witness statements to specifically highlight learner skills and areas for development.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

To find out more
ocr.org.uk/sport

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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