

Cambridge **TECHNICALS LEVEL 3**

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 7

Improving fitness for sport and physical activity

L/507/4458

Guided learning hours: 60

Version 5 - revised July 2023

*changes indicated by black line

LEVEL 3

UNIT 7: Improving fitness for sport and physical activity

L/507/4458

Guided learning hours: 60

Essential resources required for this unit: For LO2 and LO3, learners will need a client and appropriate facilities in which to deliver fitness sessions.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Most people feel that they could improve their fitness but not everyone knows how to do it or has the confidence to take that first step to achieving their goals. Fortunately there are people out there with a passion for helping and inspiring others and who are willing to work alongside their clients to ensure they not only reach their goals but have the right mind-set to maintain their fitness training and improve their overall quality of life.

This unit will teach you the components of fitness, methods of training the different components and the benefits of each of these methods. You will then learn how to plan and deliver fitness training programmes and the component sessions that make the programmes up, as well as how to encourage and motivate clients to stick to a programme and help them meet their fitness goals. You also learn how to evaluate a fitness training programme, recognise its strengths and weaknesses to inform future programmes and help you constantly improve your planning and delivery for the benefit of your clients.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand principles applied in fitness training	<p>1.1 Components of fitness, i.e.</p> <ul style="list-style-type: none"> • flexibility • muscular endurance • muscular strength • reaction time • agility • balance • power • coordination • speed • body composition • cardiovascular endurance <p>1.2 Principles of training, i.e.</p> <ul style="list-style-type: none"> • specificity • overload • progression • reversibility • tedium • frequency, intensity, time, type (FITT) <p>1.3 Methods of training, i.e.</p> <ul style="list-style-type: none"> • circuit • cross • altitude • fartlek • interval • continuous • plyometric • resistance/weight

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.4 Benefits of methods of training, i.e.</p> <ul style="list-style-type: none"> • circuit training (e.g. can be tailored to improve almost any fitness component, simple to progress/regress, maintain interest, can compete against self/others) • cross training (e.g. can prevent overuse injuries by training in a different environment) • altitude (e.g. enhances cardiovascular fitness by increasing red blood cell count) • fartlek (e.g. improves both aerobic and anaerobic fitness), • interval (e.g. can be carried out in a short space of time, doesn't require any equipment) • continuous (e.g. enhances cardiovascular function, most effective method of exercise for burning calories) • plyometric (e.g. enhances muscle power, can improve stamina) • resistance (e.g. increases muscle strength and tone, improves flexibility)
<p>2. Be able to plan fitness programmes</p>	<p>2.1 Collect relevant information about the participant, i.e.</p> <ul style="list-style-type: none"> • health screening (e.g. PAR-Q, interview, medical history) • fitness testing • goals (e.g. to lose weight, increase muscle tone, improve stamina) • ability/previous experience • preferences (e.g. types of exercise they prefer) • availability (e.g. to train with you, to train by themselves) • other relevant information (e.g. diet, job role) <p>2.2 Considerations which will effect planning, i.e.</p> <ul style="list-style-type: none"> • facilities required (e.g. gym, sports field) • equipment required (e.g. free weights, resistance bands, treadmill) • environment (e.g. weather conditions, how busy the gym is) • time/duration of each session • client's ability to attend (e.g. may be injured, have work commitments) <p>2.3 Carry out risk assessments (e.g. of equipment, of facilities)</p> <p>2.4 Planning a fitness session, i.e.</p> <ul style="list-style-type: none"> • aims and objectives of the session • how the facilities and equipment will be used effectively • each element of the sessions (e.g. warm up, main content of the session, cool down) • progression, regression and adaptation within each session (e.g. how will the less able achieve and the more able be challenged)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.5 Planning a fitness programme, i.e.</p> <ul style="list-style-type: none"> • considering the principles of training • aims and objectives of the programme and how each session supports these • progression from one session to the next • periodisation, i.e. <ul style="list-style-type: none"> ○ Training unit ○ Microcycle ○ Mesocycle ○ Macrocycle • how to keep the client motivated (e.g. make sessions fun, show how they have improved) • consider measures client can take in between planned sessions to support programme (e.g. change diet, increase physical activity, use technology (e.g. wearable fitness trackers, apps) Inspiratory Muscle Training (IMT)) • contingency plans (e.g. for poor weather, faulty equipment, busy gym) • how progress will be monitored and achievement recognised (e.g. SMART targets)
<p>3. Be able to deliver a fitness programme</p>	<p>3.1 Deliver fitness sessions, i.e.</p> <ul style="list-style-type: none"> • start session (e.g. welcome client, explain what will be happening, warm up) • fitness training activities (e.g. circuit training, interval training) • communicate with and motivate client • adapt session as required • conclude session (e.g. cool down, give and obtain feedback, explain plans for next session, advise what client can do between sessions to support programme) <p>3.2 Deliver a fitness training programme, i.e.</p> <ul style="list-style-type: none"> • monitor progress between sessions (e.g. perform additional fitness tests) • adapt sessions accordingly (e.g. change sequence, decrease/increase difficulty) • continually feedback to client on their progress and performance • continually seek feedback from client on your performance • motivate client (e.g. to continue the programme, to make adjustments to improve their health outside of the programme)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4. Be able to evaluate a fitness programme	<p>4.1 Use a range of methods to gain feedback, i.e.</p> <ul style="list-style-type: none"> • ask participants (Q&A, questionnaire, social media) • self-evaluation • peer/supervisor evaluation <p>4.2 Analyse feedback, i.e.</p> <ul style="list-style-type: none"> • strengths • weaknesses • suggestions <p>4.3 Evaluate how improvements could be made, i.e.</p> <ul style="list-style-type: none"> • prioritise areas for improvement • steps that could be taken to improve identified weaknesses • how improvements will be measured

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria 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. Understand principles applied in fitness training	P1*: Describe the components of fitness	M1. Outline how different methods of training are appropriate for different components of fitness	
	P2*: Describe methods of training and their benefits		
	P3*: Explain the principles of training using examples		
2. Be able to plan fitness programmes	P4*: Collect relevant information about a specific client in order to plan a fitness training programme	M2: Describe ways in which the client will be kept motivated throughout a fitness programme	D1: Adapt the plans for and delivery of fitness sessions to improve the effectiveness of the fitness programme, based on evaluation
	P5*: Plan, in detail, a fitness training session for a component of fitness identified by a specific client		
	P6*: Produce an outline plan for a fitness programme for a specific client		
3. Be able to deliver a fitness programme	P7*: Deliver effective fitness sessions as part of a fitness programme	M3: Demonstrate effective communication skills and motivational techniques throughout the delivery of fitness sessions and fitness programmes	
	P8*: Monitor and record a client's progress during a fitness training programme		
4. Be able to evaluate a fitness programme	P9*: Review the planning of a fitness session identifying strengths and areas for improvement	M4: Suggest changes to fitness sessions with justification	
	P10*: Evaluate the effectiveness of a fitness programme		

SYNOPTIC LEARNING AND 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 details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1 Understand principles applied in fitness training

For P1, learners must describe each of the components of fitness and for P2 each of the methods of training and their benefits as outlined in the Teaching Content. P3 requires the learner to explain the principles of training outlined in the Teaching Content. For M1, learners need to outline training methods for each of the components of fitness but this doesn't necessarily need to include all of the training methods outlined in the Teaching Content. For this LO, learners will benefit from drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5. Learners may also draw on learning from Unit 6, Group exercise to music and Unit 10, Biomechanics and movement analysis.

LO2 Be able to plan fitness programmes

For P4, learners need to select an individual client that they can plan a six-week fitness training programme for. This plan must be based on details they have collected specifically about this client. For P5 learners must also produce a detailed plan for one fitness session for that client. This session must last at least 30 minutes. P6 requires an outline for a 6 week fitness programme to be produced; this does not need to include 6 separate fitness sessions, but should give the learner and the client information on the types of sessions and progress throughout the 6 weeks. This should be for the same client as in P4/P5. For M2, learners need to describe ways in which their specific client could be kept motivated throughout the course of the six-week training programme, based on the information collected in P4. . For this LO, learners will benefit from drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5, mandatory Unit 2, Sports coaching and activity leadership – LO4 Be able to plan sports and activity sessions and mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO1 Understand emergency procedures in sport, exercise, health and leisure and LO2 Understand health and safety requirements in sport, exercise, health and leisure. Learners may also draw on learning from Unit 6, Group exercise to music; Unit 11, Physical activity for specific groups; Unit 13, Health and fitness testing for sport and exercise; Unit 17, Sports injuries and rehabilitation and Unit 19, Sport and exercise psychology.

LO3 Be able to deliver a fitness programme

For P7, learners must deliver at least three fitness sessions which form part of the fitness training programme. These sessions must be different from each other but may include the same training method (e.g. resistance training for different areas of the body, continuous training through running, swimming and cycling). At least one session must be filmed for evidence and witness statements must be used as supporting evidence to testify or corroborate what has actually been observed by you. Learners must record the client's progress throughout the six-week training programme. For M3, learners should use communication skills and motivational techniques appropriate to the client, the training they are undertaking and the environment they are in. For this LO, learners will benefit from drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5, mandatory Unit 2,

Sports coaching and activity leadership – LO6 Be able to deliver sports and activity sessions and mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO3 Understand how to minimise risk in sport, exercise, health and leisure. Learners may also benefit from drawing on learning from Unit 6, Group exercise to music; Unit 10, Biomechanics and movement analysis; Unit 12 Nutrition and diet for sport and exercise; Unit 13, Health and fitness testing for sport and exercise; Unit 17, Sports injuries and rehabilitation and Unit 19, Sport and exercise psychology.

LO4 Be able to evaluate a fitness programme

For P9 learners need to review the planning of a fitness session that they have delivered themselves, identifying strengths and areas for improvement. For P10 learners must evaluate the completed six-week training programme; this can include the planning and delivery of the three sessions and the planning for the other sessions. For M4, learners should suggest changes to fitness sessions while the client is still undertaking the training programme if possible, but also justify any changes they think need to be made in the future. For D1, learners should continually adapt the planning and delivery of fitness sessions where required during the six-week training programme. For this LO, learners will benefit from drawing on learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5 and mandatory Unit 2, Sports coaching and activity leadership – LO7 Be able to review sports and activity sessions. Learners may also benefit from drawing on learning from Unit 6, Group exercise to music and Unit 13, Health and fitness testing for sport and exercise.

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 the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels 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 Personal Training specialist pathway in the Diploma.

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	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 work on a voluntary basis in a local gym or leisure club and observe or support the delivery fitness sessions with suitable supervision.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. 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.	Centres could bring in local fitness instructors, gym instructors or personal trainers to demonstrate the skills of fitness sessions and explain how to plan fitness programmes.
4. 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.	Fitness instructors, gym instructors or personal trainers could act as expert witnesses for learners delivering fitness sessions.

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