OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge TECHNICALS 2016

SPORT AND PHYSICAL ACTIVITY

Pathway Delivery Guide – Assistant Fitness Instructor

Unit 9 Fitness induction and testing

Version 1

ocr.org.uk/sport

CONTENTS

Introduction	3
Unit Aim	4
Key Terms	5
Common Misconceptions	6
Suggested Activities	7
Related Activities	10

© OCR 2017

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons and covers all the units within this pathway.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

To find out more about this qualification, go to: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

This pathway includes the following units:

Unit no.	Unit title	GLH	How are they assessed?
Unit 1	Physical activity, health and wellbeing	60	Examined by OCR
Unit 2	Physical preparation and readiness for sport and physical activity	30	Examined by OCR
Unit 3	Inclusivity, equality and diversity in delivering sport and physical activity	30	Centre assessed, moderated by OCR
Unit 4	Leading sport and physical activity sessions	60	Centre assessed, moderated by OCR
Unit 5	Customer service in sport and physical activity	30	Centre assessed, moderated by OCR
Unit 6	Components and principles of fitness training for sport and physical activity	60	Centre assessed, moderated by OCR
Unit 9	Fitness induction and testing	30	Centre assessed, moderated by OCR
Unit 10	Using fitness equipment	30	Centre assessed, moderated by OCR
Unit 11	Assisting in the delivery of exercise and fitness sessions	30	Centre assessed, moderated by OCR

Delivery Guides for all the units listed above are available from: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

Cambridge TECHNICALS 2016

© OCR 2017

UNIT 9 FITNESS INDUCTION AND TESTING

UNIT AIM

In order to plan a fitness programme for a client, you need to be able to assess their current levels of fitness and to understand how lifestyle factors can impact health and fitness. In this unit, you will gain skills in client screening and learn how this can be used to collect information from the client with regards to health, lifestyle and physical activity levels. You will develop skills in administering fitness tests to assess the client's level of fitness and compare the data collected to national norms. You will also look at how lifestyle factors can impact on fitness and health and be able to explain this to a client in a manner appropriate to them. This unit will prepare you to go on to work in the fitness industry as it involves customer service skills, and practical tasks such as fitness testing all of which is used on a regular basis within the gym and fitness environments.

http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technicals-sport-and-physical-activity-level-2-2016-suite/

LO1	Be able to carry out a client consultation
LO2	Be able to assess a client's level of fitness
LO3	Be able to communicate the effects of lifestyle factors on health and fitness to a client

© OCR 2017

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Fitness Tests	Tests that are carried out on a client to gain an understanding of the level of a specified component of fitness
Health Screening Tests	Tests that are carried out on a client to gain an understanding of their health
Informed Consent	Permission granted by a client to undertake tests and exercises with full knowledge of the consequences
Normative Data	Data taken from a large population sample to help compare results from fitness tests and health screening tests
Physical Activity Readiness Questionnaire (PAR-Q)	A questionnaire that is completed to assess if a client is suitable to undertake an exercise and fitness programme
Reliability	This concept considers whether or not a test can be relied on to get consistent results
Validity	This concept considers whether or not a test measures what it is supposed to measure

© OCR 2017

COMMON MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Confusion between health screening tests and fitness tests	Learners can draw up a table following the teaching activities in LO2 that clearly indicates which tests are health screening and which are fitness tests. This can then be used and referred to throughout the unit.	Tutor can provide a table for learners to complete with two columns; Fitness Tests and Health Screening Tests.
Confusion between validity and reliability	Having been provided with the definitions of reliability and validity learners can then be provided with a given test to apply their knowledge by explaining how it can be made both valid and reliable.	By using the following link learners can access information that helps to explain the difference between validity and reliability: http://www.ptdirect.com/training-delivery/client-assessment/understanding-validity-and-reliability-in-fitness-testing The website explains the terms well in a fitness context, explaining how tests can be made both valid and reliable for clients.

© OCR 2017

SUGGESTED ACTIVITIES

LO1 Be able to carry out a client consultation

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Designing your consultation	In small groups learners could list all of the information they would need about a client in order to plan and carry out a client consultation. Groups could then share their ideas to produce a comprehensive list. Once the ideas are shared the tutor could then give learners headings to include Health Screening, Background Information, Previous Activity History, Medical Information, and Lifestyle factors, Likes and Dislikes and Client Goals. Learners could then sort the ideas from their list into each category. Tutors could then provide learners with examples of client consultations and PAR-Q's for them to look at and they then design their own to be used during the consultation. A good example can be found at: www.exerciseregister.org/members-area/registers/reps/PDF/REPs_Members_Lifestyle_Questionnaire_2014_long.pdf	1 hour	Unit 9, LO2
Have a go	In groups of three learners can carry out a mock consultation with each taking it in turn to play the role of fitness professional, client and observer. The observer is to provide feedback on areas such as quality of the questions asked, carrying out screening tests using correct protocol and putting the client at ease. The observer could also record the consultation to provide visual feedback. Once this has been done the learners swap roles until everyone has played each role. **English extension activity** Activity 2 is an excellent means of using English skills. It can, however, be adapted so that language is used to meet the needs of audience by asking each learner to take on the role of a client with specific needs or in a specific context e.g. differing lifestyles, ages, gender, abilities etc. In addition, the observer's feedback could demonstrate the ability to use language that is appropriate for the situation, and that helps to move the discussion on positively and purposefully.	1 hour Incorporated into main activity with 10 minutes to discuss observer's feedback	Unit 9, LO2

© OCR 2017

SUGGESTED ACTIVITIES

LO2 Be able to assess a client's level of fitness

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Which test?	Learners should be given one component of fitness from the examples given in the unit's teaching content (2.4), to include agility, cardiovascular fitness, muscular strength, muscular endurance, balance and body composition. For their component of fitness, learners should research two or three tests that could be conducted to measure it. Learners should consider elements of the test such as ease of use, cost, equipment required, time taken, and the validity of the test. Learners can then present back their findings to the group and the tutor could facilitate a discussion on the advantages and disadvantages of each test. A useful website to research fitness tests is: www.topendsports.com/testing/tests/index.htm	1 hour	Unit 10, LO3
How fit?	To help interpret normative data and develop evaluative skills learners could be provided with the fitness test results for sample clients by the tutor. Learners could also be provided with the details of the tests that were carried out and the order that they were done in so they can draw conclusions about the validity and reliability of the results. Learners could then use the data to assess the fitness levels of the client and identify the client's strengths and areas for improvement in preparation for doing the same thing with their client. **Maths extension activity** In small groups learners could be allocated a component of fitness and use the results of the chosen test to calculate the percentage of people outside the norm. The results could be compared across all components of fitness to see which factors have the greatest disparity and therefore needing most development. The results could be communicated in a chart to best show the results.	30 minutes 30 minutes	Unit 9, LO1

© OCR 2017

SUGGESTED ACTIVITIES

LO3 Be able to communicate the effects of lifestyle factors on health and fitness to a client			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Lifestyle audit	In small groups learners are to identify a range of lifestyle factors that may have an impact on health and fitness. The list should include factors such as alcohol, diet, physical activity levels, smoking, stress, recreational drugs and sleep. Learners can then place the lifestyle factors in rank order of which they feel have the biggest impact on health and fitness. Learners should appreciate that there is no right or wrong answer, it is opinion based and the idea of the activity is to generate discussion. The groups can share their rank order with the rest of the class to promote further discussion and an extension task could be a tutor led discussion to agree on a final rank order. **English extension activity** Using the rank order in the above activity, learners could present their information clearly and persuasively to others, seeking to justify their opinions with evidence and explanation. This involves listening to the views of others and adapting their own views in the light of the discussion. **Maths extension activity** In pairs learners could design a questionnaire to collect information on a group of people about lifestyle factors. ie do you smoke, your alcohol intake etc. This raw data could be put into a frequency chart and used as evidence to help inform the opinions arrived at in the final discussion on rank order. Questions such as "does the data collected suggest the most damaging lifestyle factors are the most common" could be discussed.	30 minutes Incorporated into main activity with 10 minutes for evaluation 1 hour	Unit 9, LO1
How bad for your health?	In small groups learners are to be given one of the lifestyle factors that they identified in Activity 1 to investigate. Learners should research the impact it can have on general health and fitness and identify the lifestyle diseases it can contribute to. This could be presented back in a variety of ways including leaflets, presentations or posters that the rest of the group could use when considering the lifestyle factors of their client for the assessment.	1 hour 30 minutes	Unit 9, LO1

© OCR 2017

RELATED ACTIVITIES

The suggested activities in this delivery guide listed below have also been related to other units and learning outcomes (LOs) within this qualification. This could help with delivery planning and enable learners to cover multiple parts of units.

Unit 2	Title of suggested activity	Other units/LOs	
LO2	How fit?	Unit 9 Fitness induction and testing	LO1 Be able to carry out a client consultation
LO3	Lifestyle audit	Unit 9 Fitness induction and testing	LO1 Be able to carry out a client consultation
	How bad for your health?	Unit 9 Fitness induction and testing	LO1 Be able to carry out a client consultation

© OCR 2017

The small print

We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

OCR Resources: *the small print*
OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content:
Square down and Square up: alexwhite/Shutterstock.com

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

ocr.org.uk/sport

OCR customer contact centre

Vocational qualifications

Telephone 02476 851509
Facsimile 02476 851633
Email vocational.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2017** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

A DIVISION OF CAMBRIDGE ASSESSMENT

LLOYD'S REGISTER · LRQA ISO 9001

UKAS MANAGEMENT SYSTEMS 001