

Cambridge TECHNICALS LEVEL 2

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Unit 9

Fitness induction and testing

L/615/2392

Guided learning hours: 30

Version 1 September 2016

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Essential resources required for this unit:

Fitness testing equipment for at least five of these tests

- Illinois agility test - tape measure and cones
- Bleep test - CD, sound system, cones and tape measure
- Hand grip dynamometer
- 1-minute press- up or 1 minute sit -up test - stopwatch and mat
- Standing stork test- stopwatch
- BMI- weighing scales and a tape measure
- Skinfold Callipers
- Cooper run - tape measure and stopwatch

Health screening test equipment to test at least two of these test

- heart rate- stopwatch/monitor
- blood pressure- monitor
- lung function- Peak expiratory flow

This unit is internally assessed and externally moderated by OCR.

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 environment.

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. Be able to carry out a client consultation</p> | <p>1.1 Client consultation, i.e.</p> <ul style="list-style-type: none"> • purpose (e.g. health and safety, develop client confidence through professional approach, building client rapport) <p>1.2 Health screening tests (e.g. heart rate, Body Mass Index (BMI), Blood Pressure and Lung Function)</p> <p>1.3 Physical Activity Readiness Questionnaires (PAR-Q), i.e.</p> <ul style="list-style-type: none"> • background information • previous activity history • medical information • lifestyle factors (e.g. activity levels, alcohol consumption, smoker) • likes and dislikes • goals of the client <p>1.4 Informed consent, i.e.</p> <ul style="list-style-type: none"> • purpose, (e.g. health and safety, client authorisation, litigation) <p>1.5 Reliability and validity of health screening tests, i.e.</p> <ul style="list-style-type: none"> • use of equipment (e.g. used for the correct purpose, in good condition) • timing/order of tests (e.g. allowing client time to relax to get accurate readings) • number of trials (e.g. to ensure an accurate result) <p>1.6 Advantages and disadvantages of health screening tests (e.g. cost, availability, practicality, time)</p> <p>1.7 Putting a client at ease (e.g. carry out in a private space, keep details confidential, use of positive language, non-judgemental)</p> |
| <p>2. Be able to assess a client's level of fitness</p> | <p>2.1 Pre-test measures, i.e.</p> <ul style="list-style-type: none"> • PAR-Q • informed consent • equipment check <p>2.2 Reliability and validity of fitness tests, i.e.</p> <ul style="list-style-type: none"> • use of equipment (e.g. used for the correct purpose, in good condition) |

| | |
|---|---|
| | <ul style="list-style-type: none"> • timing/order of tests (e.g. performing one test may impact the result of one that follows it) • number of trials (e.g. to ensure an accurate result) <p>2.3 Advantages and disadvantages of fitness tests (e.g. equipment required, level of difficulty to perform, accuracy of results)</p> <p>2.4 Fitness test, i.e.</p> <ul style="list-style-type: none"> • purpose and procedure of test specific to component of fitness, i.e. <ul style="list-style-type: none"> ○ agility (e.g. Illinois agility test) ○ cardiovascular endurance (e.g. bleep test, Harvard step test or Cooper Run) ○ muscular strength (e.g. 1 rep max test or grip dynamometer) ○ muscular endurance (e.g. 1-minute press up or 1 minute sit up test) ○ balance (e.g. standing stork test) ○ body composition (e.g. BMI or Skinfold callipers) <p>2.5 Record test results (e.g. spread sheets, log book)</p> <p>2.6 Analysis, i.e.</p> <ul style="list-style-type: none"> • against normative data • against client's historical data |
| <p>3. Be able to communicate the effects of lifestyle factors on health and fitness to a client</p> | <p>3.1 Lifestyle factors, i.e.</p> <ul style="list-style-type: none"> • alcohol • diet • physical activity levels • smoking • stress • sleep • recreational drugs <p>3.2 Impact, i.e.</p> <ul style="list-style-type: none"> • general health and fitness (e.g. respiratory health, ability to do everyday physical activity) • lifestyle diseases (e.g. diabetes, obesity, cardiovascular disease) |

GRADING CRITERIA

| LO | Pass | Merit | Distinction |
|--|--|---|--|
| The learner will: | 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. Be able to carry out a client consultation | *P1: Describe two health screening tests | | D1: Evaluate the health screening tests, PAR-Q and fitness tests conducted including their reliability and validity and advantages and disadvantages |
| | *P2: Create a Physical Activity Readiness Questionnaire (PAR-Q) | | |
| | *P3: Conduct two health screening tests and a PAR-Q with a client | | |
| 2. Be able to assess a client's level of fitness | *P4: Conduct fitness tests for each of the components of fitness, and record the results in an appropriate format for the client | M1: Analyse the results collected with reference to appropriate data | |
| | *P5: Identify the strengths and areas for improvement from the results of the fitness tests | | |
| 3. Be able to communicate the effects of lifestyle factors on health and fitness to a client | *P6: Explain to a client the effects that lifestyle factors can have on health and fitness | | |

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 Be able to carry out a client consultation

For P1, learners will need to describe two examples of health screening tests; these can be those given in the Teaching Content or any other suitable tests. For P2, learners will need to create their own PAR-Q that is suitable for use with a client. For P3, learners should use the PAR-Q they created in P2 as long as it is suitable for the client they are completing the consultation for.

For this LO, learners will benefit from drawing on learning from Unit 1 Physical activity, health and wellbeing – LO3 Know measures of health and wellbeing.

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

For P4, learners must accurately conduct at least one test for each of the components of fitness detailed in the Teaching Content and record the results in a format that is suitable for their client. The client used in P4 should be the same client from P3. For M1, learners should compare the results of each test to normative data. For D1, learners should consider the validity and reliability and advantages and disadvantages of all of the tests they have carried out with their client.

For this LO, learners will benefit from drawing on learning from Unit 2 Physical preparation and readiness for sport and physical activity – LO1 Understand the short - term effects of sport and physical activity on body systems. Learners may also draw on learning from Unit 6 Components and principles of fitness training for sport and physical activity.

LO3 Understand the effects of lifestyle factors on health and fitness

For P6, learners will need to explain to a client the effects that all of the different lifestyle factors listed in the Teaching Content can have on the client's health and wellbeing. Learners must ensure they use appropriate language and communication skills.

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 Fitness Instructor pathway.

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. | P1/P2/M1/D1 This assignment can be a written report supported by observation/ witness statements Scenario- You have recently qualified as a PT and you have been given your first client by the gym. You must carry out a client consultation with the new client in order to help plan for their fitness programme. |
| 2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s). | P3/P4/M1 This assignment can be a practical assessment followed by a presentation or written report supported by result sheets and observation/witness statements. Scenario - You have completed the client consultation with your client, you now need to assess areas of their fitness by carrying out fitness tests in order to plan for their fitness programme. |
| 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. | P5/M3 This assignment can be a written report, factsheet, presentation, poster or a leaflet Scenario - At the end of the client consultation/fitness testing, you are required to sit down with the client and explain how lifestyle factors can influence health and fitness. |

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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