

Cambridge TECHNICALS LEVEL 2

Cambridge
TECHNICALS
2016

SPORT AND PHYSICAL ACTIVITY

Unit 10

Using fitness equipment

R/615/2393

Guided learning hours: 30

Version 1 September 2016

LEVEL 2

UNIT 10: Using fitness equipment

R/615/2393

Guided learning hours: 30

Essential resources required for this unit: In order to complete this unit, learners will need access to a range of fitness equipment.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The range of fitness and exercise equipment is increasing all the time with improvements in technology or new training methods being developed and becoming the trend. Some people may find different equipment daunting the first time they use it and could possibly use it incorrectly which means they may not get any benefit from it or, at worst, seriously injure themselves.

In this unit you will learn the purpose of different types of fitness equipment and be able to explain these purposes to clients. You will then develop skills in demonstrating the use of different pieces of equipment and have the ability to maintain the equipment for safe use. These skills are used daily in the work place and will also enable you to deliver a wider range of exercise and fitness sessions giving you more options when undertaking key tasks within the Assistant Fitness Instructor pathway.

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 |
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| The Learner will: | Learners must be taught: |
| <p>1. Know the different types of fitness equipment</p> | <p>1.1 Cardio vascular equipment, i.e.</p> <ul style="list-style-type: none"> • treadmills • elliptical machines • stair steppers • upright and recumbent stationary cycles • rowing machines <p>1.2 Strength training equipment, i.e.</p> <ul style="list-style-type: none"> • resistance machines (e.g. Pec deck, Leg Extension, Leg Curl, Lat pull-down) • free weights (e.g. dumbbells, barbell, Olympic bar, EZ curl bar) <p>Specialised equipment/fitness accessories, i.e</p> <ul style="list-style-type: none"> • kettlebells • slam balls • resistance bands • medicine balls/ wall balls • heavy ropes • TRX • jump boxes • stability balls |
| <p>2. Be able to communicate the benefits of a range of fitness equipment to clients</p> | <p>2.1 Cardiovascular equipment, i.e.</p> <ul style="list-style-type: none"> • variety of uses (e.g. warm ups, improve fitness, weight management, fitness testing, cool downs) • allows cardiovascular training in poor weather conditions • can help to relieve stress • non weight bearing exercise good for rehabilitation (e.g. rowing machine, bikes) • can be used by all ability levels • easy to adapt <p>2.2 Strength training equipment, i.e.</p> <ul style="list-style-type: none"> • variety of uses (e.g. increase strength and coordination, improve lean muscle mass, improve overall fitness, improve bone density, fitness testing) • can support rehabilitation following injury • simple to use • multiple exercises can be performed with one piece of equipment • can be used by all ability levels |

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| | <ul style="list-style-type: none"> • easy to adapt <p>2.3 Specialised equipment, i.e.</p> <ul style="list-style-type: none"> • variety of uses (e.g. increase maximal strength, core strength and explosive strength; improve balance, hand-eye coordination and reaction time; improve overall fitness) • can support rehabilitation following injury • fun to use • adaptable • functional <p>2.4 Adaption of fitness equipment, i.e.</p> <ul style="list-style-type: none"> • make exercises less challenging (e.g. slower speeds, lower weight, lower repetitions etc.) • make exercises more challenging (e.g. higher intensity, full range of movement, more power) • adaption of equipment for use with wheelchairs • changing heights of machines to suit the client <p>2.5 Specialised populations, i.e.</p> <ul style="list-style-type: none"> • ability levels • age • gender • disability • pregnancy and maternity |
| <p>3. Be able to demonstrate how to use a range of fitness equipment</p> | <p>3.1 Demonstrating the correct way to use fitness equipment e.g.</p> <ul style="list-style-type: none"> • safety (clips, power buttons etc.) • recommended guideline/ instruction posters. <p>3.2 Cardiovascular equipment, i.e.</p> <ul style="list-style-type: none"> • heart rate readings • different programmes • safety (clips, power buttons) • integrated entertainment <p>3.3 Resistance machines, i.e.</p> <ul style="list-style-type: none"> • using pins to select weight • adjusting position of seat/pads/handles • know your weight (e.g. not lifting too heavy) • control of movement <p>3.4 Free weights, i.e.</p> <ul style="list-style-type: none"> • safety (e.g. partner assistance (spotting), adequate space, fixing collars) • adjusting position of benches • knowing your weight (e.g. not lifting too heavy) • control of movement <p>3.5 Specialised equipment, i.e.</p> <ul style="list-style-type: none"> • safety (e.g. knowing how to use each piece of equipment) • recommended guideline/ instruction posters. |

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| <p>4. Be able to maintain and store fitness equipment</p> | <p>4.1 How to carry out routine maintenance on fitness equipment (e.g. checking for damaged or missing parts, routine maintenance schedule, what to do on discovery of damaged or missing parts, ensure the machine is working as intended)</p> <p>Safe storage of equipment (e.g. dumbbell racks, kettlebells, jump boxes etc.)</p> <p>4.2 Checklist (e.g. what to check for in line with operating instructions/procedures for different types of equipment, specific elements to check on each different piece of equipment)</p> <p>4.3 Planning routine maintenance of fitness equipment, i.e.</p> <ul style="list-style-type: none"> • using a maintenance schedule • producing a checklist (e.g. what to check for in line with operating instructions/procedures for different types of equipment, specific elements to check on each different piece of equipment) • contacts and/or procedures if issues are identified <p>4.4 Carrying out routine maintenance of fitness equipment, i.e.</p> <ul style="list-style-type: none"> • adherence to a maintenance schedule • use of checklist(s) for checking equipment • safe storage of equipment (e.g. dumbbell racks, kettlebells, jump boxes etc) • how to address any issues identified |
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GRADING CRITERIA

| LO | Pass | Merit | Distinction |
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| 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. Know the different types of fitness equipment | P1: Describe the different types of cardiovascular fitness equipment | | |
| | P2: Describe the different types of strength training and specialised equipment | | |
| 2. Be able to communicate the benefits of a range of fitness equipment to clients | *P3: Describe the benefits of using cardiovascular equipment to a client. | M1: Explain how fitness equipment can be adapted for the use of a specialised population | D1: Demonstrate the use of fitness equipment, which has been adapted for specialised populations |
| | *P4: Describe the benefits of using strength and specialised equipment to a client | | |
| 3. Be able to demonstrate how to use a range of fitness equipment | P5: Demonstrate how to use a range of cardiovascular equipment. | | |
| | *P6: Demonstrate how to use a range of strength and specialised training equipment | | |
| 4. Be able to maintain and store fitness equipment | P7: Produce a checklist that can be used to maintain fitness equipment | | |
| | P8: Use the checklist to carry out checks on a range of fitness equipment | | |
| | P9: Demonstrate how to safely store fitness equipment | | |

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 different types of fitness equipment

Learners must describe each of the pieces of equipment outlined in the Teaching Content for both P1 and P2. If learners have access to equipment they should be allowed to use them in order to help them be able to describe the different types. Internet research can be used to find out about pieces of equipment that isn't available for use; watching videos of the equipment being used will help the learners understand each piece of equipment.

LO2 Be able to communicate the benefits of a range of fitness equipment to clients

For P3 and P4, learners must describe to a client the benefits as listed in the teaching content and any others they feel are important in a manner that is appropriate to the client. Where possible the learner should be given the opportunity to use the equipment to gain the benefits and therefore improve their understanding of each benefit. For M1, the learner should choose one specialised population and identify how each piece of equipment described in P1 and P2 can be adapted for use by the chosen group.

For this LO, learners will benefit from drawing on learning from Unit 2 Physical preparation and readiness for sport and physical activity – LO3 Understand the use of warm ups and cool downs

LO3 Be able to demonstrate how to use a range of fitness equipment

Learners must demonstrate how to use a range of cardiovascular equipment for P5; a range is at least three pieces of equipment. This must be from the pieces of equipment described in P1. For P6, at least three strength and three specialised pieces of equipment must be demonstrated; these should come from the equipment described in P2. For D1, the learner should demonstrate how each piece of equipment can be used and how it could be adapted for different specialised populations. Photographic or video evidence would act as sufficient evidence for these assessments.

For this LO, learners will benefit from drawing on learning from Unit 1 Physical activity, health and wellbeing – LO1 Know the effects and benefits of participation in sport and physical activity on the musculoskeletal system

LO4 Be able to maintain and store fitness equipment

Learners must design a checklist or checklists (P7) that will enable them to carry out routine maintenance checks on a range of (at least three pieces) fitness equipment (P8). A visit to a local leisure centre to observe maintenance checks being carried out will give the learner a better understanding of what is involved in the checks. Once they have an understanding of what needs to take place during a maintenance check, the learner should carry out checks on a range of equipment (i.e. at least three pieces) listed in P1 and P2. Learners must then demonstrate in P9 how to safely store fitness equipment, this should be demonstrated on at least three pieces of equipment from each of P1 and P2.

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 a mandatory unit 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. | Learners could work on a voluntary basis in a local gym or leisure centre and observe or support the delivery of fitness sessions with suitable supervision. |
| 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. | Centres could bring in local fitness instructors, gym instructors or personal trainers to demonstrate the skills of using fitness equipment. |
| 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. | Fitness instructors, gym instructors or personal trainers could act as expert witnesses for learners using fitness equipment. |

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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