

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY



Unit 13

**Health and fitness testing for sport
and exercise**

D/507/4464

Guided learning hours: 60

Version 3 - revised September 2016

***changes indicated by black line**

LEVEL 3

UNIT 13: Health and fitness testing for sport and exercise

D/507/4464

Guided learning hours: 60

Essential resources required for this unit: For LO2, learners will need access to a private area in which to complete a health and fitness consultation in confidence.

For LO4, learners will need access to appropriate facilities and equipment with which to conduct fitness tests.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Everyone is different; people have different needs and different goals, particularly when it comes to health and fitness. But how do you establish those needs? Health and fitness testing should be a prelude to any intense fitness training programme. By measuring where a client is now in terms of their health and fitness, you can set realistic goals and plan how to help them reach these goals.

In this unit you will learn a range of fitness tests, what they test and their advantages and disadvantages. You will learn how to complete client consultations which will give you the background knowledge you need about a client to be able to plan and deliver appropriate fitness tests. You will then learn how to interpret the data acquired from fitness tests and how best to feed this back to the client so that they can go on to make informed decisions about their health and fitness training.

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. Be able to use a range of fitness tests	<p>1.1 Fitness tests for different fitness components, i.e.</p> <ul style="list-style-type: none"> • agility (e.g. Illinois, T Drill Test) • balance (e.g. Standing Stork Test) • speed (e.g. 30m test) • reaction time (e.g. ruler drop test) • power (e.g. Sargent test, standing long jump) • cardio – respiratory endurance (e.g. multi-stage, step test, 12-minute Cooper run) • flexibility (e.g. sit and reach) • muscular endurance (e.g. 1 min press up, 1 min sit up) • maximum strength (e.g. grip dynamometer, chin up test, 1RM) • body composition (e.g. skinfold test, Body Mass Index (BMI)) <p>1.2 Advantages/disadvantages of each identified fitness test, i.e.</p> <ul style="list-style-type: none"> • cost (e.g. high, low) • availability (e.g. equipment, space, facilities) • time (e.g. short, lengthy) • ease/practicality (e.g. ease of use/implementation) • knowledge (e.g. specialist, basic) • accuracy (e.g. of measurement of results) • validity (e.g. how well they test the fitness component) • reliability (e.g. if they can be repeated with the same outcomes)
2. Be able to complete a client health and fitness consultation	<p>2.1 Consultation methods, i.e.</p> <ul style="list-style-type: none"> • questionnaire • interview <p>2.2 Health monitoring procedures, i.e.</p> <ul style="list-style-type: none"> • PAR Q • consent form • equipment used (e.g. blood pressure monitor, spirometer) • client confidentiality • recording sheets

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.3 Health monitoring tests, i.e.</p> <ul style="list-style-type: none"> • blood pressure • Body Mass Index (BMI) • heart rate • lung function • skinfold callipers <p>2.4 Conduct during client consultation, i.e.</p> <ul style="list-style-type: none"> • make client feel at ease • explain tests and the procedure • professional • communicate effectively and appropriately with client (e.g. use of terminology appropriate to client's level of understanding) <p>2.5 Importance of screening, i.e.</p> <ul style="list-style-type: none"> • highlight contraindications • informed consent • litigation • client/tester relationship (e.g. trust, respect)
3. Be able to plan a fitness testing session	<p>3.1 Plan an appropriate fitness testing session, i.e.</p> <ul style="list-style-type: none"> • validity (e.g. correct test for component of fitness, suitable for client) • reliability (e.g. constant variables, protocol executed) • sequencing of tests to ensure validity and reliability • importance of validity and reliability (e.g. comparisons to normative data, comparisons at retesting phase, accurate fitness goal setting) <p>3.2 Organisation and planning of fitness testing activities, i.e.</p> <ul style="list-style-type: none"> • check equipment • risk assessment • screening/health monitoring tests • fitness test sequence to ensure validity and reliability (e.g. health checks, body composition, flexibility, speed/power, strength, endurance, aerobic) • recording sheets • results analysis • client feedback
4. Be able to deliver a fitness testing session	<p>4.1 Administer tests effectively, i.e.</p> <ul style="list-style-type: none"> • make client feel at ease • explain tests and the protocol clearly and accurately • maintain professional attitude and role boundaries • communicate appropriately with client • motivate clients <p>4.2 Sequence tests to ensure validity and reliability</p> <p>4.3 Adapt fitness testing as appropriate (e.g. if client complains of discomfort)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
5. Be able to interpret the results of fitness tests and provide feedback	5.1 Interpret fitness testing results, i.e. <ul style="list-style-type: none"> • collate results appropriately • place results in context (e.g. relative to previous results, normative data, personal ability/expectation) 5.2 Give feedback to clients, i.e. <ul style="list-style-type: none"> • display results in an appropriate way (e.g. chart, graph, diagram, list) • method of feedback (e.g. verbal, written, individual, group)

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 Be able to use a range of fitness tests	*P1: Deliver a suitable fitness test for each component of fitness	M1: Assess the advantages and disadvantages of each fitness test performed	
2 Be able to complete a client health and fitness consultation	*P2: Devise and use a suitable health screening questionnaire for a selected client *P3: Conduct a full health and fitness consultation appropriately for a selected client	M2: Explain the importance of client screening	D1: Design an appropriate health screening and fitness testing plan for a selected client
3 Be able to plan a fitness testing session	P4*: Plan a valid, reliable fitness testing session for a selected client	M3: Explain how validity and reliability was ensured in the planning and delivery of a fitness testing session	
4 Be able to deliver a fitness testing session	P5*: Use the fitness testing session plan to deliver a fitness testing session for a selected client P6: Accurately record the results of a fitness testing session		
5 Be able to interpret the results of fitness tests and provide feedback	P7: Accurately interpret the results of the fitness tests *P8: Provide the client with the test results, placing the findings in suitable context and giving feedback using appropriate methods	M4: Use a range of methods to display the results of fitness tests	

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 Be able to use a range of fitness tests

Learners must perform at least one fitness test for each of the given components of fitness. For M1, learners must consider both the advantages and disadvantages of the tests described in P1. For this LO, learners will benefit from drawing learning from mandatory Unit 1, Body systems and the effects of physical activity – LO1-LO5.

LO2 Be able to complete a client health and fitness consultation

Learners must create their own health screening questionnaire for use with a client of their choice and conduct a full health and fitness consultation on the same client. For M2, learners could make reference back to the client used for P2 and P3 to explain the importance of client screening. . For this LO, learners will benefit from drawing learning from mandatory Unit 1, Body systems and the effects of physical activity – LO3 Understand the cardiovascular system in relation to exercise and physical activity and LO4 Understand the respiratory system in relation to exercise and physical activity. Learners may also draw learning from Unit 6, Group exercise to music; Unit 7, Improving fitness for sport and physical activity and Unit 11, Physical activity for specific groups

LO3 Be able to plan a fitness testing session

Learners should plan fitness tests for the same client used in LO2. For D1, learners should allow enough time between health screening and fitness testing sessions for the client's health/fitness to have changed (e.g. 4-6 weeks). The plan should include at least three sessions which must include at least one each of health screening and fitness testing sessions. For this LO, learners will benefit from drawing knowledge from mandatory Unit 4, Working safely in sport, exercise, health and leisure – LO2 Understand health and safety requirements in sport, exercise, health and leisure. Learners may also draw learning from Unit 14, Working in active leisure.

LO4 Be able to deliver a fitness testing session

Learners should use the same client as in LO2 and LO3. Learners must deliver the fitness testing session plan developed in P4. For M3, learners must consider both validity and reliability of the tests in both the planning and the delivery. The session must be recorded for evidence and a witness statement must be used as supporting evidence to testify or corroborate what has actually been observed by you. For this LO, learners will benefit from drawing knowledge from 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 draw on learning from Unit 10, Biomechanics and movement analysis

LO5 Be able to interpret the results of fitness tests and provide feedback

Learners must interpret the results of the fitness tests carried out in P5. Learners must ensure that feedback is appropriate to the client that they have been working with. For M4, learners must use at least three methods to display the results of the fitness tests. For this LO, learners will benefit from drawing learning from mandatory Unit 2, Sports coaching and activity leadership – LO6 Be able to deliver sports and activity sessions.

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 a mandatory unit 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 undertake work experience or complete job shadowing at a local university's sport science lab or shadow a personal trainer to witness fitness testing take place.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could produce a guide to fitness testing for use by a personal trainer.
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.	A sports coach, sport scientist or a personal trainer could deliver a lecture on health screening and/or fitness testing.
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.	A sports coach, sport scientist or a personal trainer could act as an expert witness to learners performing health screening or fitness testing.

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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