

Unit 12: Developing Personal Fitness Programmes

Approaching the unit

This unit gives learners the opportunity to develop the skills needed to be able to create, adapt, implement and monitor a fitness training programme to improve their own personal fitness for a uniformed protective service role. Learners will follow the programme they have created and will complete a training diary to record results. They then need to review the success of their programme.

Learners will need to apply knowledge of fitness training by putting it into practice. They will use a fitness training programme to prepare for the requirements of working in the uniformed protective services. They will review their own fitness and amend and expand on the fitness programme written in Unit 4: Physical Preparation, Health and Wellbeing. Learners will then follow the programme they have created to improve their fitness for employment in the uniformed protective services. This unit involves learners undertaking different methods of fitness training, including methods to improve flexibility, strength, muscular endurance, power, aerobic endurance and speed.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits, guest speakers (to enable learners to apply the theoretical concepts they have learned) and practical sessions where learners can put the theory into practise.

Learners must complete Unit 4: Physical Preparation, Health and Wellbeing before they complete this unit.

Delivering the Learning Aims

Learning aim A

For learning aim A, the theoretical part of the unit should give the basis for developing the fitness programme and use of testing techniques. Delivery of this first part could be carried out through development of portfolios, worksheets, interactive resources and research on the internet. Learners must develop an understanding of the fitness requirements of roles within the uniformed protective services. They must also learn the theory behind creating a successful fitness programme. Having acquired the theoretical knowledge, learners will be able to follow their own programme (it is strongly suggested they use the programme they created in Unit 4: Physical Preparation, Health and Wellbeing) and make adaptations to it as circumstances change (e.g. their fitness improves, they get an injury, the programme is not fitting with their lifestyle etc). Access to sporting facilities and fitness suites would be beneficial to the delivery of the practical side of the unit; this could be delivered through centre links with public services.

The principles of training could be introduced theoretically using tutor presentations, worksheets and learners' own research.

Developing an understanding of how and when to adapt a personal training programme could be introduced by a group discussion to get learners thinking about why and how training programmes need to be adapted. Learners should carry out individual research to design and adapt a programme to meet their own specific needs. It is strongly suggested they use the programme they created in Unit 4: Physical Preparation, Health and Wellbeing. It is crucial that learners keep in mind that the fitness programme they create must be relevant to improving fitness for a specific role within the uniformed protective services.

Learning aim B

Learners should assess their own fitness before embarking on the fitness programme they have created. This will involve them carrying out an entrance fitness test for a selected uniformed protective service of their choice. Learners should research the role they are preparing for and find out what the fitness requirements are for that specific role. When they assess their current fitness levels they should consider how close they are to meeting these requirements.

Once they have recorded their results, learners will be able to see which areas need developing so they can decide on the types of training required to make the necessary changes and build from there. Research on the internet, visits to gyms, talks from fitness instructors etc will help learners develop the knowledge they require to create their own programmes. Learners will also benefit from talks from, and practical sessions with, uniformed public services fitness personnel. Learners need to consider health and safety issues when designing their programmes.

Learning aim C

Learners need to learn how to evaluate a fitness programme and how to make changes to make it more effective. They should be introduced to the benefits of training diaries and the information that should be recorded to enable the evaluation of their own fitness levels. It would be useful for learners to see examples of training diaries kept by athletes. Skills in evaluating a fitness training programme and making recommendations for modification/development can be developed using case studies. It is essential that learners keep in mind that the programmes they are developing are suited to a specific role within the uniformed protective services.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role	A1 Fitness requirements of roles within the uniformed protective services A2 Adapt a training programme in preparation for working for the uniformed protective services	Updated personal fitness training programme for a specific role in the uniformed protective services.
B Carry out a training programme that improves personal fitness for a role in the uniformed protective services	B1 Fitness training programme B2 Fitness testing to produce monitoring data	Completed training diary. A report/presentation reviewing the fitness training programme. Annotated photographs or video evidence of practical supported by observation report and witness statement of learner demonstrating learners undertaking their selected training programme.
C Review the success of a training programme for meeting the personal fitness	C1 Review the success of a personal fitness training programme. C2 Evaluate the training programme	

requirements of a uniformed protective services role		
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Assessment guidance

The recommended assessment for this unit includes two assignments. The first assignment focuses on learning aim A, the second on learning aims B and C.

For the first assignment learners must produce an updated personal fitness training programme for a specific role in the uniformed protective services.

For assignment two learners should follow the fitness programme they have created and complete a training diary. Learners could then produce a report/presentation reviewing their fitness training programme. They will require annotated photographs or video evidence of their practical work. Additionally, the use of observation reports and witness statements from tutors/ assessors are recommended demonstrating how individual learners have undertaken their selected training programme and what adaptations they have made to it.

Authorised Assignment Briefs for Learning Aim A and Learning Aims B and C are available on our website.

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

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<p>Introduction</p> <p>Learners must develop a thorough understanding of the fitness requirements of various roles within the uniformed services. They must go on to learn how to develop, adapt, implement and monitor a fitness programme relevant to a role within the uniformed protective services.</p> <p>This unit has a large practical component with fitness tests and methods of training best covered in a practical way with learners participating in a range of tests and fitness training sessions. Learners should use and adapt the personal training programme that they designed in Unit 4: Physical Preparation, Health and Wellbeing, follow the programme and carry out regular self-assessments to record progress.</p>
Learning aim A - Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role
<p>Outline the nature of the topics and the type of assessment that learners will be expected to complete. This unit is assessed by two summative assignments. Learners should have designed a personal fitness training programme for Unit 4 which they can review and adapt to meet the fitness requirements of a uniformed protective services role. They must then follow the training programme they have created before reviewing the success of the programme relating to the personal fitness requirements of a uniformed protective services role.</p> <p>You could start by introducing learners to the fitness requirements of roles within the uniformed protective services. Delivery of this first part could be carried out using tutor presentations, worksheets, interactive resources and learners own research on the internet. Inviting a guest speaker from the fitness industry or someone with uniformed protective services fitness training experience could be a useful way to develop</p>

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knowledge of how to evaluate and review personal fitness training programmes. Learners should discuss how they can adapt a personal fitness training programme to meet the fitness requirements of a selected uniformed protective services role.

You could ask learners to carry out individual research to find out the fitness requirements of roles within the uniformed protective services e.g. infantry soldier, dog handler, firefighter, prison officer. Learners could produce an information guide with their research which they can share with the group.

Use a teacher led presentation to explain to learners how to develop a training programme in preparation for working in the uniformed protective services. Learners then need to work individually to review and adapt their own fitness programme suited to a role of their choice within the uniformed protective services.

To develop an understanding of how to evaluate and adapt a training programme ask learners to work in pairs to update an example of a fitness training programme that has been created for a specific role in the uniformed protective services. You could source the details of relevant programmes from a member of the uniformed protective services or online. Learners should identify the appropriateness of the current programme, the reasons changes in the programme might be required, the current and desired fitness levels of the person for whom the programme is intended and the fitness level required for the uniformed protective service role. Learners should then suggest adaptations to the training programme incorporating the principles of training. This will be good practice for learning aim C when learners will have to evaluate, review and adapt their own training programmes.

Learners should be allowed time to write notes and to prepare for Assignment 1 (Assignment 1 covers learning aim A).

Learning aim B - Carry out a training programme that improves personal fitness for a role in the uniformed protective services

Introduce learners to the unit content in B1 relating it to a fitness training programme to meet the needs of a selected protective services role. Access to sports centre facilities will be useful for this learning aim.

Learners should be given the opportunity to follow their own training programme to improve their own personal fitness for the role they have chosen in a uniformed protective service. Learners must complete a training diary. They should ensure that they record the number and length of training sessions, time spent on different activities, types of fitness training performed and the reasons for varying the programme, e.g. to prevent overload and boredom.

Learners must consider health and safety requirements when following a fitness programme. You could arrange for a visit to a gym where learners could investigate the risk assessment and health and safety procedures the organisation has in place. Learners could also investigate how participants at the gym record performance and tailor training programmes.

Learners should be given time to carry out fitness tests to review progress during the training programme. A tutor led presentation could be a good way to introduce learners to the fitness tests they could use (e.g. multi-stage fitness tests, sit and reach tests, strength test, Illinois agility test, Cooper 12-minute test, one repetition maximum tests). Learners could then work in small groups for a practical session where they take part in fitness tests related to their individual fitness training programme. It is important that learners refer to normative data and milestones and record the results of the tests they use. Once they have analysed the results of their tests learners must consider whether adaptations need to be made to their training programme to further improve their fitness or lifestyle.

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Learners should be allowed time to write notes and to prepare for Assignment 2. Assignment 2 consists of a training diary and report/ presentation reviewing their fitness training programme. (Assignment 2 covers learning aims B and C.)

Learning aim C - Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective services role

Begin with a tutor led presentation to introduce learners to the best ways to review the success of a training programme.

Learners need to be able to practise analysing fitness test results to review the success of a personal fitness training programme. They could work in small groups and analyse data from the fitness tests they did during learning aim B. Learners should share their data with one another to give them the opportunity to analyse a range of test results.

As in learning aim B learners need the opportunity to carry out a range of fitness tests and then review their fitness levels against normative data and the requirements of uniformed protective services roles. Once they have repeated their fitness tests, they must consider whether they have met the goals and targets they set for themselves and whether their current level of fitness meets the desired level. They should also identify their strengths and areas for improvement. Learners must then apply any relevant modifications and improvements to their fitness program to help them meet their fitness goals.

Learners need to be given time to practise evaluating personal fitness training programmes. They could work in small groups and look at generic programmes before they investigate their own. They should consider the strengths and weaknesses of the programmes and their relevance to roles within the uniformed protective services. It would be useful to obtain fitness programmes from the uniformed protective services and give learners the opportunity to evaluate these.

In pairs learners could discuss the benefits of undertaking a fitness programme to help them prepare for a role in the uniformed protective services. They could then compare their current fitness levels against uniformed protective service role requirements. They should consider the different fitness requirements that are relevant to a variety of roles with the uniformed protective services. In pairs, learners should discuss the impact on the body of preparing for a role with the services. What adaptations must their body make to meet the physical demands of specific uniformed protective services roles? Learners should also use the internet to research and compare their own fitness levels against the health and fitness levels of others of the same age (there are a number of websites that enable these comparisons to be made). Learners could use the information from their discussions and research to prepare a presentation or report which they could feedback to the group.

Learners should be allowed time to write notes and to continue their work on Assignment 2. (Assignment 2 covers learning aims B and C.)

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Unit 4: Physical Preparation, Health and Wellbeing. Learners must undertake Unit 4 before undertaking Unit 12.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

American College of Sports Medicine – ACSM’s Guidelines for Exercise Testing and Prescription, 8th edition (Lippincott Williams & Wilkins, 2009) ISBN 0781769027/9780781769020

Coulson M – The Fitness Instructor’s Handbook, A Complete Guide to Health and Fitness – Fitness Professionals (A&C Black, 2007) ISBN 0713682256/9780713682250

Heyward V H – Advanced Fitness Assessment and Exercise Prescription (Human Kinetics, 2006) ISBN 0736057323/9780736057325

Howley E T and Franks B D – Health Fitness Instructor’s Handbook (Human Kinetics Europe, 2003) ISBN 0736042105/9780736042109

Lawrence M – The Complete Guide to Core Stability (A&C Black, 2007) ISBN 0713683473/9780713683479

Journals

American College of Sports Medicine’s Health and Fitness Journal

British Medical Journal

Exercise and Sport Sciences Reviews

Police Review

Journal of Sports Medicine and Physical Fitness

Peak Performance

Websites

The British Association of Sport and Exercise Sciences <https://www.bases.org.uk/>

Sports Coach UK <https://sportscoach.org.uk>