

Unit 2: Training for Personal Fitness

Delivery guidance

Approaching the unit

Delivering the Learning aims

Learning aim A focuses on the importance of personal information such as healthcare screening, lifestyle details and how these link to effective programme design. This should include the benefits of setting targets over a variety of timeframes along with how the principles of fitness and training can impact personal fitness improvements. From this, learners will design a suitable, safe and realistic 4-week fitness programme that is linked to their personal health and fitness level, targets and includes relevant details of any sport that the programme may be linked to. Throughout the programme there should be evidence of creativity in the design and not a weekly repetition of the earlier or previous session. Tutors could draw on video evidence and different training schedules, to show creativity using both land and water-based sports linked to individual and team sports.

From designing a 4-week programme to achieve **Learning aim B**, learners will then practically undertake their own four-week programme, learners will need to ensure safety throughout and where possible use different types of exercise, to develop their own personal fitness. Learners could work with a peer during the exercise sessions, these could be visually recorded or detailed annotated photographs provided by the learner to show the completion of their sessions. Where appropriate observation records by tutors, or witness testimonies could be used as supplementary evidence. Learners should complete a training diary for each session completed, this can also include any exercise schedules completed at home. The training diary should include sufficient information to provide a clear record of each exercise session, as indicated in the unit specification. It is important that learners log all the information on an ongoing basis and not just on completion of the programme.

For **Learning aim C**, learners can then refer to their exercise diary in order to holistically review their training programmes over the four-week period. This should support learners in recognising whether there were improvements in their personal fitness, where changes could or should have been made and what these changes would be for any future programme design. Tutors could use question and answer sessions and group discussion, learners may share their experiences of their programmes including any difficulties that they may have encountered over the four-week period.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Design a personal fitness training programme for a selected sports performer	<p>A1 Personal information to aid training programme design</p> <p>A2 The basic principles of training (FITT)</p> <p>A3 Programme design</p> <p>A4 Classification of sport for team or individual</p>	This Unit is assessed through a Pearson Set Assignment.
B Perform a self-designed for selected sports performer	<p>B1 Safely implement a short-term personal fitness training programme</p> <p>B2 Training diary for each session recording</p>	
C Review a personal fitness training programme	C1 Review the programme	

Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by tutors.

There are 30 guided learning hours assigned to the unit.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.

Getting started

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

Introduction

this unit gives learners the opportunity to design and develop a personal fitness training programme over a short period of time. It builds on the importance of developing health screening alongside personal goals to improve fitness levels. Learners will have the opportunity to plan and develop a 4-week training programme and consider the different types exercises they may wish to include for their chosen goals and current lifestyle. Once this has been designed learners will then have the opportunity to complete their own programme in a variety of practical situations linked to their programme design, this may include different venues such as gyms, leisure centres at home or a combination of several resources.

Learners will then review the success of their programme to see if their targets and goals were achieved, and where improvements could be made for the future.

Learning aim A – Design a personal fitness training programme for a selected sports performer

- For A1 learners are introduced to the importance of completing medical pre-screening details along with lifestyle and exercise history followed by aspirational personal goal setting in order to commence the development of a safe short term training programme. Delivery could include learners completing a series of self-designed or pre-published health questionnaires.
- For A2 a tutor delivered session of the basic principles of fitness and training, tutors could prepare different videos or pre-prepared flash cards that have different types of sport and different sporting activities. This could be supported with question and answers to the group stimulating discussions on how the principles of fitness and training might vary. Tutors could give specific examples or ask learners to look at different sports activities and apply the basic principles of fitness to these.
- The designing of the four-week programme for A3 and A4, is where learners can use pre published health screen questionnaires, lifestyle templates, exercise regimes and if appropriate draw ideas from these the designs to develop their own 4-week programme. Tutors could provide different examples of short-term fitness programmes along with videos as examples of the different activities that could be included over the four-week period. Where appropriate visits to local leisure centres, gyms and varied exercise resources could support learners in the design of their programme. Learners should be aware of the range of resources available for this to be a realistic and achievable training programme throughout the 4-week period.
- Throughout the learning aim revision quizzes could be used to support learners on the importance of the key elements of a safe programme design.

Learning aim B: Perform a self-designed fitness training programme for a selected sports performer.

- For B1 learners should be engaged in practical activities as part of the 4-week training schedule, and they will need to access appropriately equipped and safe locations/environments to complete the programme and the assessment.
- If appropriate learners could work in pairs as 'training buddies', to complete some or all aspects of their weekly programme, or they may be able use different locations such as home environments, local sports clubs in their own time if appropriate. Tutors can use *supplementary* evidence such as observation records to support the learner's evidence, it is important that tutors recognise that observation records and witness testimonies (from occupational experts who are not assessing) does not replace the training diary which is an ongoing record of the learners' progress over the four weeks.
- For B2 Tutors should emphasise the importance of the training diary and it should always be completed by each individual learner with different weekly logs; ideally this should be before and after each training session and not just at the conclusion of the programme. Learners could devise their own training diary, or the tutor could provide a template for learners to complete every session. Learners could include video and annotated photographic evidence as part of the log if appropriate.
- Over the four-week period tutors could provide consolidation activities to help support learners in completing their log, this could be achieved by peer feedback of sessions or small group feedback on progress of the training sessions to date, discussions around any difficulties and how they may be overcome.

Learning aim C: Review a personal fitness training programme

- For C1 learners need to be introduced by the tutors to the importance of reviewing any exercise programme. Tutors could lead this initially with a presentation that includes reflective questions which could involve individual, paired or small group work for learners to discuss any reasons for changes to any exercise training schedules.
- Tutors should advise that each learner's review will be different, and learners are advised to go back and look carefully through the training diary to see where there is a log that indicates where changes had/had not occurred and where improvements could be made.

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

This unit links to:

- Unit 1: Principles of Fitness and Fitness Testing
- Unit 5: Practical Sport
- Unit 6: Leadership in Sport
- Unit 7: Anatomy and Physiology for Sport
- Unit 8: Sports-Related Injuries and Illnesses
- Unit 12: Nutrition for Sports Performance

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Crossly J., *Personal Training Theory and Practice* 2nd Ed. (Routledge 2012) 9781444145465.
Chapters 3, 4 and 5 links to different types of training (S&C, CV, flexibility)

Dick F.W., *Sports Training Principles* 6th Ed. (Bloomsbury 2014) 9781472905277 Good general text source

Grantham N., *The Strength & Conditioning Bible; How to Train Like an Athlete* (Bloomsbury 2015) 9781472908971 General text source easy to read and follow

Sharkey B.J., *Fitness and Health* 6th Ed. (Human Kinetics 2006) 9780736056144. Good general text source

Apps

Home workout

Fitbit

My Fitness pal

Videos

<https://www.youtube.com/watch?v=ahOGFYb35ZY> The Borg Scale and RPE explained – good introduction for learners to help exercise in safe boundaries

https://www.youtube.com/watch?v=KYrktbgpX_I strength & speed video showing different exercises protocols

<https://www.youtube.com/watch?v=3HDkDDOxmNU> training sport specific agility

<https://www.youtube.com/watch?v=8sAWJdQtGbE> Health Benefits of CV exercise – Useful content on benefits and may help in reviewing exercise programme.

Websites

www.pponline.com Peak performance articles and information on training sessions

www.sportscoachuk.org Sports Coach UK

www.topendsports.com useful resources linked to training

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.