

National Unit Specification: general information

UNIT Planning Fitness for Others (Higher)

NUMBER D7XE 12

COURSE This is a free standing Unit that may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres. This Unit is also a component of the Project-Based National Course, Fitness and Exercise at Higher.

SUMMARY

The Unit is designed to give candidates an understanding of the main components of fitness and their relationship to a selected activity while planning a specific fitness training programme designed for a participant. This unit focuses on working with a client as is required for the Fitness and Exercise Course.

OUTCOMES

- 1 Describe the components of fitness and their relationship to the chosen activity.
- 2 Explain reasons for fitness testing and describe methods of organising and carrying out effective testing for the participant.
- 3 Assess the level of fitness for the participant.
- 4 Plan and implement a detailed fitness programme for the participant to complete.

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

UNIT Planning Fitness for Others (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates may find it advantageous to have attained one or more of the following:

- a Credit level in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 2
- relevant sporting activity or dance units at Intermediate 2
- the unit Personal Wellbeing and Exercise
- other relevant experience in Physical Education or Dance, including experience gained outwith certificate courses

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Planning Fitness for Others (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Describe the components of fitness and their relationship to the chosen activity.

Performance criteria

- a) Outline the main components of fitness relating to the chosen activity.
- b) Describe the relationship of the components of fitness with the chosen activity.
- c) Describe a range of exercises for each component of fitness accurately.

Note on range for the outcome

Select from: cardio-respiratory endurance; flexibility; speed; strength; muscular endurance; speed endurance; power.

Evidence requirements

Oral or written evidence that the main components of fitness outlined are correct.

Oral or written evidence that the relationship of components of fitness to the activity are correctly described.

Oral or written evidence that the range of exercises for each component of fitness are described accurately.

OUTCOME 2

Explain reasons for fitness testing and describe methods of organising and carrying out effective testing for the participant.

Performance criteria

- a) Explanation of purpose of fitness testing is correct.
- b) Explanation for the selection of appropriate tests is correct.
- c) Procedures and protocols for carrying out three fitness tests are accurately described.

Evidence requirements

Oral or written explanation of the purposes of fitness testing.

Oral or written description of the procedures and protocol for carrying out a test.

Performance evidence of carrying out fitness tests measuring two components of fitness on the participant, employing correct procedures and protocol.

National Unit Specification: statement of standards (cont)

UNIT Planning Fitness for Others (Higher)

OUTCOME 3

Assess the level of fitness for the participant.

Performance criteria

- a) Develop an accurate personal profile for the participant.
- b) Components of fitness for the participant are measured employing appropriate fitness testing methods and procedures.
- c) Results of fitness tests are accurately recorded.
- d) Analysis of test results are described accurately.

Evidence requirements

Evidence for three components of fitness from the following: cardio-respiratory endurance; flexibility; speed; strength; muscular endurance, speed endurance, power.

Performance evidence from measuring each component of fitness.

Written evidence of the accurate recording of test results.

Written evidence of an accurate analysis of the test results in terms of the level of fitness for specific components selected and the overall level of fitness relevant to client's performance in the chosen activity.

OUTCOME 4

Plan and implement a detailed fitness programme for a participant to complete.

Performance criteria

- a) Explanation of the principles of training is correct.
- b) The programme is planned taking participants objectives, test results, principles of training and training methods into account.
- c) Identification of safety considerations is accurate and appropriate to the planned fitness programme.
- d) The programme is implemented employing correct procedures.
- e) Evaluation of the programme is continuous and accurate.

Evidence requirements

Oral or written explanation of the principles of training.

Written evidence of a four week fitness training programme having been planned which has taken into account test results, principles of training and training methods.

Performance evidence of the carrying out of the planned fitness programme by the participant employing correct safety and operational procedures.

Written evidence of ongoing fitness programme.

National Unit Specification: support notes

UNIT Planning Fitness for Others (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The unit is aimed at candidates who wish to develop a fitness training programme for a client. The principle of working with a client in this unit is fundamental and matches the requirements for the Fitness and Exercise course at Higher level. It should not be confused with the unit Planning Personal Fitness that focuses on planning a fitness training programme for personal use.

The unit requires knowledge of components of fitness, methods of testing fitness, principles of training, and different training methods. The knowledge will have to be applied in a practical manner as the candidate develops a profile of their client's level of fitness in a chosen activity and uses this to design a specific fitness training programme with clear aims and objectives outlined. The candidate requires to closely monitor the programme of work completed by their client in order to evaluate and make necessary changes. The unit focuses on improving performance in an activity of the client's choice and the candidate must design the fitness training programme with a view to key movement patterns involved and give consideration to specific performance dates during the period of training.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should develop their knowledge and understanding from a variety of learning and teaching approaches including, lectures, handouts, use of reference materials and practical demonstrations. The availability of National Governing Body materials and ICT resources can greatly enhance the scope of the work. Considerable time will be needed for the candidate and client to plan the needs of the training programme. Use of a logbook to record details of results, performance and notes on monitoring the training should provide reliable evidence.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit evidence requires to be generated which confirms that the candidate has successfully achieved all outcomes and performance criteria within any range specified.

The following outlines how evidence should be generated:

Outcome 1

Written or oral questions relating to the chosen activity and the key components of fitness relevant to the client's role/position.

Written or oral questions providing evidence of the candidate's understanding of exercises appropriate to each component of fitness and relevant to the chosen activity.

Written or oral evidence that the range of exercises for each component of fitness are described accurately.

National Unit Specification: support notes (cont)

UNIT Planning Fitness for Others (Higher)

Outcomes 2 and 3

For the three components of fitness relevant to the client's activity the candidate requires to provide evidence showing that fitness tests were completed in an accurate and reliable way. They must also provide reasons for the selection of tests as well as giving clear descriptions of them and recording all valid data gathered.

The data should be interpreted to provide an accurate analysis of the client's level of fitness and link with the client's profile that covers age, sex, previous experience and current participation trends in the activity.

Outcome 4

An assignment where the candidate produces a fitness training programme based on the client's profile and the analysis of fitness test results. The candidate should provide evidence for 3 training sessions per week for 4 weeks covering two components of fitness. It should be noted that clients who have participation/performance dates can alter their training programme to suit, eg. 2 training sessions and one competition day per week would be acceptable. Each training session should last between 1 and 1½ hours, including warm-up and cool-down periods.

The candidate must provide evidence linking the training methods to the components of fitness and also be specific to the client's needs. Also evidence must be provided of how frequency, intensity, and duration were considered as well as how the training undertaken was monitored with relevant details being recorded.

Note: All oral evidence must be retained in a format which can be produced as evidence of the candidate's achievement.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).