

Cambridge **TECHNICALS LEVEL 3**

SPORT AND PHYSICAL ACTIVITY

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Unit 7

**Improving fitness for sport and
physical activity**

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how sports coaches, fitness instructors and/or personal trainers would support clients in reaching their fitness goals to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- For tasks 2 and 3, learners will need access to a client for whom they will need to carry out pre-screening procedures and baseline fitness assessments.
- For tasks 2 and 3 learners will need access to appropriate facilities to be able to carry out sports or activity sessions.

Health and Safety and the use of resources

The scenario suggests that learners will be working with a client in a fitness type environment. Appropriate risk assessment should be carried out to ensure the facilities and equipment are safe and suitable. Adequate levels of supervision and support should be offered to ensure the safety of all involved.

Time

You should plan for learners to have 17–27 hours to complete this assignment. Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

- We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.
- It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you will need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Q Can I work in a group?

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q Does my work for each task need to be in a particular format?

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q Can I ask my tutor for feedback on my work?

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q When I have finished, what do I need to do?

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q How will my work be assessed?

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 07: Improving fitness for sport and physical activity

Scenario

Players United

Players United are a sports team who have been under-performing for the past few seasons; last season finishing bottom of the league for the first time in their history!

A new Head Coach has been appointed and tasked with the job of getting Players United back on top.

The coach has identified several areas of concern, one of which is the player's poor fitness levels, particularly in some of the components of fitness which are less 'headline' but absolutely vital to the team's success in this sport.

The coach intends to give the players a better understanding of the role that the different components to fitness play so that they appreciate their importance. The coach also hopes to reignite some passion and enthusiasm for fitness training by looking at various training methods, helping the players appreciate the importance of training principles and showing them how everything ties together to create fitter, more effective, players and therefore a more successful team.

On a practical level the coach plans to create individual fitness programmes for each player so that areas of weakness can be targeted and fitness levels improved.

Introduction to the tasks

The new Head Coach of Players United has approached you and asked you to share your extensive knowledge of fitness components, training principles and training methods with the players in an interesting, informative way. Making sure that the team can understand how what you are saying is relevant to them and their sport.

The coach has also suggested that there may be the opportunity for you to plan and deliver a 1 to 1 fitness programme with one of the players, providing they are satisfied that you are experienced and knowledgeable enough to handle it.

Evidence for these tasks can include:

- Video recordings
- Voice recordings
- Presentations
- Observation records
- Written reports
- Presentations and notes
- Witness statements
- Session plans
- Risk assessments

The tasks

Task 1: Steps to success

(This task should take between 4 and 6 hours.)

Learning Outcome 1: Understand principles applied in fitness training, is assessed in this task.

A new Head Coach has been brought in by local sports team Players United in an effort to improve their recent poor performance.

The new coach is certain that one of the reasons for Players United's recent lack of success is that, across many of the different components of fitness that are necessary for success in this sport, levels are not as high as they should be.

You have been asked to create and deliver a presentation which will provide the players with information about the different components of fitness, give them an appreciation of the principles of training and improve their understanding of the different methods of training and the benefits of each.

The coach has also asked you to use appropriate examples and to make clear to the players how each element is interlinked, how different methods of training can be used to improve different fitness components and how each of the aspects discussed is relevant to them, their sport and their success as a player.

Pass	Merit	Distinction
*P1: Describe the components of fitness	M1: Outline how different methods of training are appropriate for different components of fitness	
*P2: Describe methods of training and their benefits		
*P3: Explain the principles of training using examples		
Evidence		
<ul style="list-style-type: none">• You must show that you understand the principles involved in fitness training.• This could be evidenced through written work or a presentation. If a presentation is used then supporting notes and/or a video of the presentation must be provided.• Witness statement could be used to provide and/or support evidence where appropriate.		

Task 2: Planning a fitness programme

(This task should take between 6 and 8 hours.)

Learning Outcome 2: Be able to plan fitness programmes, is assessed in this task.

Following the success of your presentation to the players at Players United, the Head Coach is keen for you to work on an individual basis with one of the players in order to help them improve their fitness.

Before the coach confirms this arrangement, they have asked you to produce a detailed plan for a training session that will focus on an identified component of fitness, along with an outline plan for a fitness programme which includes a series of sessions and may also focus on additional components of fitness.

So that you can create safe, realistic and effective plans, the coach has arranged for you to meet with the player in order for you to carry out screening procedures and fitness testing and to discuss relevant issues which may impact on the plans you make.

The coach also wants to know how you intend to keep the player motivated throughout the fitness programme and how you will go about adapting your plans in order to maximise their effectiveness. They have asked to discuss these aspects with you when you share your planning with them.

Pass	Merit	Distinction
*P4: Collect relevant information about a specific client in order to plan a fitness training programme	M2: Describe ways in which the client will be kept motivated throughout a fitness programme	
*P5: Plan, in detail, a fitness training session for a component of fitness identified by a specific client		
*P6: Produce an outline plan for a fitness programme for a specific client		
Evidence		
<ul style="list-style-type: none">• You must carry out screening procedures and fitness tests and record the results of these in a written format. Pre-exercise consultations with clients to establish the parameters within which the fitness programme will operate can be evidenced through video or audio recording, written evidence or witness statement.• Plans for a fitness training session and fitness programme must be written and recorded on an appropriate planning template.• Evidence regarding motivational methods could be written, video or audio clip or witness statement and could be included as part of the planning template if referenced explicitly.		

Task 3: Delivering a fitness programme

(This task should take between 5 and 10 hours.)

Learning Outcome 3: Be able to deliver a fitness programme, is assessed in this task.

The head coach is happy with the plans you have produced and has given permission for you to deliver your fitness programme with the selected player.

You have been allocated time within the team training schedule and must now deliver your fitness sessions. The coach has asked that you monitor and record the progress that the player makes during the programme.

The coach has made you aware that they will pop in on a regular basis to see how the programme is going, in particular to see how you use communication skills and motivational techniques effectively and also to observe how you adapt your plans and the activities in order to maximise the effectiveness of the programme.

Pass	Merit	Distinction
*P7: Deliver effective fitness sessions as part of a fitness programme	M3: Demonstrate effective communication skills and motivational techniques throughout the delivery of fitness sessions and fitness programmes	D1: Adapt the plans for and delivery of fitness sessions to improve the effectiveness of the fitness programme, based on evaluation
*P8: Monitor and record a client's progress during a fitness training programme		
Evidence		
<ul style="list-style-type: none">• You must deliver at least three fitness sessions as part of a fitness programme: monitoring client's progress, demonstrating effective communication and adapting your plans as necessary.• Evidence for these practically based tasks could be through observation records and/or video recordings, supported by witness statements as appropriate.		

Task 4: Evaluating a fitness programme

(This task should take between 2 and 3 hours.)

Learning Outcome 4: Be able to evaluate a fitness programme, is assessed in this task.

You are now almost at the end of the fitness programme and the Head Coach has just observed one of your sessions.

The coach has requested that you produce a review of the session planning, which should include the strengths and areas for improvement of the plan.

The club have requested that you present an evaluation of the programme's effectiveness at its current stage. You will need to justify changes made to sessions so far and describe how you plan to adapt the programme in the future based on your assessment.

Pass	Merit	Distinction
*P9: Review the planning of a fitness session identifying strengths and areas for improvement	M4: Suggest changes to fitness sessions with justification	D1: Adapt the plans for and delivery of fitness sessions to improve the effectiveness of the fitness programme, based on evaluation
*P10: Evaluate the effectiveness of a fitness programme		
Evidence		
<ul style="list-style-type: none">• You must review the planning of a fitness session and evaluate the effectiveness of a fitness programme, using evaluation to inform and justify suggested changes to the sessions.• Evidence for the review and evaluation could be written and recorded in an appropriate format or template, or it could take the form of a video or audio clip or witness statement.• Evidence regarding justifying suggested changes and the role evaluation played in adapting planning and delivery could be written, video or audio clip or witness statement and could be included as part of the evaluation template if referenced explicitly.		

Evidence Checklist

OCR Level 3 Cambridge Technicals in Sport and physical activity

Unit 07: Improving fitness for sport and physical activity

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
*P1: Described the components of fitness	
*P2: Described methods of training and their benefits	
*P3: Explained the principles of training using examples	
*P4: Collected relevant information about a specific client in order to plan a fitness training programme	
*P5: Planned, in detail, a fitness training session for a component of fitness identified by a specific client	
*P6: Produced an outline plan for a fitness programme for a specific client	
*P7: Delivered effective fitness sessions as part of a fitness programme	
*P8: Monitored and record a client's progress during a fitness training programme	
*P9: Reviewed the planning of a fitness session identifying strengths and areas for improvement	
*P10: Evaluated the effectiveness of a fitness programme	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1. Outlined how different methods of training are appropriate for different components of fitness	
M2: Described ways in which the client will be kept motivated throughout a fitness programme	
M3: Demonstrated effective communication skills and motivational techniques throughout the delivery of fitness sessions and fitness programmes	
M4: Suggested changes to fitness sessions with justification	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Adapted the plans for and delivery of fitness sessions to improve the effectiveness of the fitness programme, based on evaluation	

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