

**EDEXCEL LEVEL 3 BTEC ‘SPORT’**

|  |
| --- |
| **UNIT NUMBER** 7 |
| **UNIT TITLE** FITNESS TESTING FOR SPORT AND EXERCISE |
| **CREDIT VALUE** 10 |
| **ASSESSOR** |

### A FITNESS INSTRUCTOR AT WORK

There has been a lot of research in recent years around the very sedentary lifestyles of the young people. The increased popularity of television, computer games and the general reduction in safe open fields to play sport in are some of the contributing factors for this. Nevertheless, in schools we have both the audience and the time to make a difference.   

 

**EDEXCEL LEVEL 3 BTEC ‘SPORT’**

|  |  |
| --- | --- |
| **UNIT NUMBER:** 7 | **UNIT TITLE:**FITNESS TESTING FOR SPORT AND EXERCISE |
| **CREDIT VALUE**: | **ASSIGNMENT NO:**1 |
| **ASSESSOR** | **INTERNAL VERIFIER** |
| **ISSUE DATE** | **SUBMISSION DATE** |
| **LEARNING OUTCOME**‘Know a range of laboratory-based and field-based fitness tests’ | **GRADING CRITERIA**P1, M1 |

**Tasks:**

* As the first part of your campaign to raise the awareness of how important fitness is to all students you are to produce some material that could be displayed around the school. For each of the seven identified components of fitness you need to describe an activity that could measure someone’s performance, including the advantages and disadvantages of the activity. You will need to have performed the activity to be able to complete the task for each component.
1. Flexibility 5 Power
2. Strength 6 Muscular Endurance
3. Aerobic Endurance 7 Body Composition
4. Speed **P1**
* You could attempt a more in depth explanation of the advantages and disadvantages of each test – making reference to cost, time, use of equipment, facility requirements, qualifications of tester, validity and reliability of results, suitability. **M1**

***Fitness tests****: flexibility, e.g. sit and reach; strength, egg 1RM, grip dynamometer; aerobic endurance, e.g. multi-stage fitness test, step test, maximal treadmill protocol; speed, egg sprint tests; power, egg vertical jump, wingate test; muscular endurance, e.g. one-minute press up, one-minute sit up; body composition, e.g. skinfold calipers, bioelectrical impedance analysis, hydrodensitometry*

***Advantages and disadvantages of different tests****: e.g. cost, time, equipment requirement, facility*

*requirements, skill level of person carrying out test, issues with test validity, issues with test reliability*



**EDEXCEL LEVEL 3 BTEC ‘SPORT’**

|  |  |
| --- | --- |
| **UNIT NUMBER:**7 | **UNIT TITLE:**FITNESS TESTING FOR SPORT AND EXERCISE |
| **CREDIT VALUE**: | **ASSIGNMENT NO:**2 |
| **ASSESSOR** | **INTERNAL VERIFIER** |
| **ISSUE DATE** | **SUBMISSION DATE** |
| **LEARNING OUTCOME**‘Be able to use health screening techniques’ | **GRADING CRITERIA** P2, P3, P4, M2, D1 |

**Tasks:**

Your next role is to look in more depth at the general health of both students and either their wider family or school staff. You need to find someone in school where you know both the student and his/her parent. If this is not possible you can use two people who study or work at school. The two ‘clients’ must be different – either in age, fitness level or gender

* Prepare a suitable health screening questionnaire **P2**
* Devise and use a range of health-screening procedures for each client, which will provide you with information on his or her current fitness level. This should include the questionnaire, client consultation and any procedure that provides you with information on their medical history. Results need to be presented as part of this task for each person. **P3**

* Safely administer and interpret the results of four different health monitoring tests for each client. **P4**
* Use the information gathered from both the questionnaire and the health monitoring tests to describe the strengths and areas for improvement for each client. **M2**
* Further evaluate these results and provide recommendations for improvements in lifestyle for each client. **D1**
* 

***Health screening procedures****: health screening questionnaires; client consultation, e.g. questioning, listening, non-verbal communication, client confidentiality; informed consent; coronary heart disease risk factors;medical referral*

***Health monitoring tests****: e.g. heart rate, blood pressure, lung function, waist-to-hip ratio, body mass index*



**EDEXCEL LEVEL 3 BTEC ‘SPORT’**

|  |  |
| --- | --- |
| **UNIT NUMBER:** 7 | **UNIT TITLE:**FITNESS TESTING FOR SPORT AND EXERCISE |
| **CREDIT VALUE**: | **ASSIGNMENT NO:**3 |
| **ASSESSOR** | **INTERNAL VERIFIER** |
| **ISSUE DATE** | **SUBMISSION DATE** |
| **LEARNING OUTCOMES**‘Be able to administer appropriate fitness tests’‘Be able to interpret the results of fitness tests and provide feedback’ | **GRADING CRITERIA**P5, M3 |

**Tasks:**

Your final task is to select a student from school and find out how fit they are and then to provide him / her with feedback on their results and recommendations on how to improve their fitness levels in the future. All of this information will then be stored in the school data base so it can be used to judge the fitness of all other students.

Select a student and then:

* Select and safely administer six different fitness tests, **recording all results**. You should, wherever possible, use equipment & technology available either at school or at a local fitness centre to administer these tests. Standard protocol for the conduct of these tests must be adhered to. You must seek advice from your tutor before this task is undertaken. **P5**

* Justify the selection of tests commenting on suitability, reliability, validity and practicality. **M3**



* Prepare written feedback to the client following the fitness testing.
1. Describe their test results and judge their levels of fitness against normative data you have researched or which has been provided by your tutor (www.brianmac.co.uk > fitness evaluation tests) **P6**
2. Compare their results against the data, identifying strengths and areas for improvement. **M4**
3. Analyse the main findings from the tests and provide recommendations for appropriate future activities or training to maintain and/or improve fitness and health levels. **D2**

*Graphs/charts could be used to provide visual aids to support the results.*

***Fitness tests****: e.g. multi-stage fitness test, step test, maximal treadmill protocol, 1RM, grip dynamometer, vertical jump, wingate test, sprint tests, one-minute press up, one-minute sit up, skinfold calipers, bioelectrical impedance analysis, hydrodensitometry;*

***preparation for tests****, e.g. selection of tests, reliability, validity and practicality of tests; purpose, eg identify components of fitness which need to be improved,*

*give a benchmark from which to measure improvement, allow a more specific programme to be written, play a role in educating individuals about health and fitness*

***Administer****: pre-test procedures; test sequence; test protocols; health and safety; recording test results;reasons to terminate a fitness test*

***Interpret results against normative data****: compare and make judgements against, e.g. population norms, norms for sports performers, norms for elite athletes, accepted health ranges*

***Feedback:*** *feedback, e.g. verbal, written; tests carried out; test results; levels of fitness; strengths and areas for improvement; recommendations*

**BTEC ‘SPORT’ASSIGNMENT BRIEF I/V**

**UNIT FITNESS TESTING FOR LEVEL 3 SPORT AND EXERCISE**

###

* HAS ACCURATE PROGRAMME & UNIT DETAILS YES/NO

* HAS CLEAR DEADLINES FOR ASSESSMENT YES/NO
* SHOWS ALL RELEVANT GRADING CRITERIA

FOR THE UNIT(S) COVERED IN THE ASSIGNMENT YES/NO

* INDICATES RELEVANT GRADING CRITERIA

TARGETED AGAINST EACH TASK YES/NO

* CLEARLY STATES WHAT EVIDENCE THE

LEARNER NEEDS TO PROVIDE YES/NO

* IS LIKELY TO GENERATE EVIDENCE WHICH

IS APPROPRIATE AND SUFFICIENT YES/NO

* HAS A TIME PERIOD OF APPROPRIATE DURATION YES/NO
* IS SET AT THE APPROPRIATE LEVEL YES/NO
* USES SUITABLE VOCATIONAL LANGUAGE YES/NO
* HAS A CLEAR PRESENTATION FORMAT YES/NO

**GENERAL FEEDBACK**

###

### SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I/V) DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REMEDIAL ACTION COMPLETED (IF APPROPRIATE)**

### SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ASSESSOR) DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**UNIT 7 - FITNESS TESTING FOR SPORT AND EXERCISE**

**OUTLINE LEARNING PLAN (60 G.L.H.)**

**Introduction and overview of the unit**

**Assignment 1: Exploring Laboratory-based and Field-based Fitness Tests (P1, M1)**.

**Suggested time – 16 Guided Learning Hours**

* Tutor introduces the unit and assignment brief.
* Types of fitness tests – group practical exercises exploring the types of fitness tests, purpose, test protocol and test considerations (advantages and disadvantages).

One hour / lesson on each of - Flexibility, Power, Strength, Muscular Endurance, Aerobic Endurance, Body Composition, Speed

* Possibly use agility as an exemplar on how to set out material for assignment.
* Students prepare and complete assignment.

**Assignment 2: Health Screening (P2, P3, P4, M2, D1)**.

**Suggested time – 16 Guided Learning Hours**

* Tutor introduces the assignment brief.
* The role and purpose of health screening techniques, including group discussion and review of exemplar health screening (PAR Q)
* Types of health screening questionnaire available: research in pairs and feedback to the group. Learners to individually design their own questionnaire.
* Health monitoring tests – purpose, administration, norms.
* Health monitoring tests – group practical activities to practise test administration. Heart rate, blood pressure, body mass index, body fat readings, lung capacity, basic heart rate recovery exercise.
* Health monitoring tests – learner practical observations.
* How to record and interpret results.
* Students prepare and complete assignment.

**Assignment 3: Fitness testing (P5, P6, M3, M4, D2)**

**Suggested time – 26 Guided Learning Hours**

* Tutor introduces the assignment brief.
* Administering and recording a range of fitness tests – group practical exercises providing opportunity for learners to administer fitness tests. Suggest 8 different tests to gain meaningful data
* Protocols to be discussed / observed for all tests.
* Observation of learners administering practical tests.
* Interpret results against normative data/practical observations
* Providing feedback.
* Students prepare and complete assignment.

**Review of unit and assessment activities**