

Unit 11: Development of Personal Fitness

Unit code: F/600/2831

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit will enable learners to plan, implement and evaluate a personal fitness training programme specific to their sporting goals.

● Unit introduction

In order to design a successful personal fitness training programme, a number of factors should be taken into account. These include the individual's personal goals, medical history, lifestyle and physical activity history. By considering this information, the fitness training programme will be tailored to specifically meet the individual's personal needs, requirements and interests.

In this unit learners will liaise with a sports coach, or specialist teaching staff, in order to plan and agree a personal fitness training programme. Learners will develop the skills and knowledge to be able to set personal fitness goals, plan a suitable six-week training programme, and implement and review the programme making modifications where necessary. Learners will need to maintain a training diary throughout the duration of their programme. Through their training diary, learners will be able to monitor their performance and personal achievements and record programme progression. Maintaining a training diary will also enable learners to keep an accurate account of their motivation levels and commitment towards completing their training programme and achieving personal goals.

Before starting their training programme, and throughout the duration of the programme, learners will need to consider any potential barriers to training. Barriers to training will include any factors which might cause learners to avoid or discontinue their fitness training regime. Learners will need to prepare exercise adherence strategies to help them keep to their training regime and complete their six-week programme.

This unit is particularly relevant for those who would like to work in sports coaching, fitness instruction and elite sport.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan a personal fitness training programme
- 2 Know personal exercise adherence factors and strategies
- 3 Be able to implement and review a personal fitness training programme.

Unit content

1 Be able to plan a personal fitness training programme

Goal setting: short-term, medium-term and long-term; importance of goal setting

Information: eg personal goals, lifestyle, medical history, physical activity history, dietary history, dietary preferences, supplement use, nutritional knowledge, attitudes and motivation

Physical fitness training programme: aims and objectives; principles of training (frequency, intensity, time, type, overload, specificity, progression, individual differences, variation, reversibility); warm up and cool down; training methods eg flexibility (static stretching, ballistic stretching, proprioceptive neuromuscular facilitation – PNF – stretching), strength, muscular endurance and power (resistance machines, circuit training, free weights, plyometrics), aerobic endurance (continuous training, fartlek training, interval training), speed training (interval training, fartlek training)

2 Know personal exercise adherence factors and strategies

Exercise adherence factors: overcoming barriers eg access to facilities, time, motivation, cost; implementing enjoyable activities; benefits of the personal fitness training programme

Exercise adherence strategies: eg setting SMART (specific, measurable, achievable, realistic, time-bound) targets, support and reinforcement, rewards for achieving goals

3 Be able to implement and review a personal fitness training programme

Implement: eg take part in planned sessions, perform to best of ability, gain agreement for any missed sessions, importance of commitment

Training diary: log of performance and achievement; programme progression; motivation for training

Review: during and post implementation; modify programme to achieve planned goals

Strengths: areas of the programme where aims and objectives have been achieved

Areas for improvement: where outcomes do not meet planned goals

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 plan, design and agree, a six-week personal fitness training programme with a coach [IE1, TW1, TW2, CT1, RL2]	M1 contribute own ideas to the design of a six-week personal fitness training programme	
P2 describe personal exercise adherence factors and strategies	M2 explain personal exercise adherence factors and strategies	D1 evaluate personal exercise adherence strategies for overcoming barriers to exercise
P3 implement a six-week personal fitness training programme, maintaining a training diary [RL3, SM2, SM3]		
P4 describe the strengths of the personal fitness training programme, identifying areas for improvement. [RL1, RL3]	M3 explain the strengths of the personal fitness training programme, making suggestions for improvement.	D2 justify suggestions related to identified areas for improvement in the personal fitness training programme.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Tutors should introduce the unit by identifying the principles of training and the training methods available. The unit has a large practical component. It is recommended that learners actively participate and experience a number of training methods to gain a 'taster' of which methods they might best use in their training programme.

Learners need to work with a sports coach, instructor or other appropriate adviser to plan and implement a personal fitness training programme. Before planning the personal fitness training programme learners should cover the theory behind fitness training programme design. The different methods of training should be identified and, where possible, experienced practically. Learners also need to understand the principles of training and be able to apply these principles to their programme design. The importance of setting SMART goals needs to be covered, and examples of suitable goals provided. Learners need to be aware of the factors that might prevent them from completing their six-week fitness training programme and how exercise adherence strategies can be used effectively to prevent this from occurring.

The final part of the unit requires learners to implement and review their personal fitness training programme. The training programme should be implemented for a period of six weeks and learners should maintain a training diary to log their personal performance, progression, motivation levels and continued commitment to completing the training programme. Learners should be introduced to the benefits of keeping training diaries and the information that needs to be recorded. Learners should review their training programme and will need to describe the strengths of their programme, taking into account information collated in their training diary, and identify areas which could be improved in order to achieve planned goals. Skills in evaluating a fitness training programme can be developed using case studies.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
Considering medical history and physical activity history – use of exemplar questionnaires to collate information
Exploring dietary history and knowledge – learner activities and group discussion
Assignment 1: Plan and Implement a Personal Fitness Training Programme (P1, M1, P2, M2, D1, P3, P4, M3, D2). Tutor introduces the whole unit assignment brief and programme design
Learner research task: personal goals, lifestyle, motivation and feedback to the group – goal setting
Considering principles of training – interactive lecture
Planning a personal fitness training programme: including gaining agreement from coach/trainer and discussion of exercise adherence issues
Planning a training diary – essential aspects and design
Exercise adherence factors and strategies – group discussion and activities
Implement the fitness training programme and maintain a training diary. Training programme to be implemented for a six-week period. Includes time allocated for learners to undertake training in own time and keep their training diary updated
Learner to liaise with coach/trainer to check progression – modify programme accordingly
Programme review and evaluation
Review of the unit and assessment activities

Assessment

For P1, learners need to design a personal fitness training programme developed and agreed with a coach or other appropriate adviser. The programme must cover a period of at least six weeks and be suitable for the learner's needs and goals. The programme should also apply the principles of training as stated in the *Unit content*. Suitable methods of training should be selected. For P2, learners need to describe personal exercise adherence factors, and strategies that they can implement which will help them complete their programme. A written report or recorded discussion with their coach or tutor would provide suitable evidence.

For P3, learners need to undertake a six-week personal fitness training programme. Evidence of participation should be recorded in a training diary which identifies the training carried out and records the date and details of each session. The training diary will also need to include details of modifications made to the programme in order to achieve planned goals and maintain motivation for training.

For P4, learners need to review their training programme, describing the strengths and areas for improvement. A written report or recorded discussion with their coach or tutor would provide suitable evidence.

Grading criterion M1 links to P1, and requires learners to play a more active role in the design of a personal fitness training programme, contributing a number of their own ideas. Evidence of this could be in the form of written notes of a discussion with a coach or tutor and/or a tape recording. The programme must cover a period of at least six weeks and be suitable for the learner's needs and goals.

For M2, which links to P2, learners need to explain personal exercise adherence factors and strategies. Learners need to set out in detail their exercise adherence factors and strategies for overcoming barriers, providing reasons and/or evidence to show how these will help them to complete their six-week training programme.

For M3, which links to P4, learners need to review their programme, explaining the strengths and providing recommendations for improvement.

Grading criterion D1 builds on M2, and requires learners to evaluate their personal exercise adherence strategies for overcoming barriers to exercise. Learners should consider each strategy carefully and provide reasons and/or evidence for their views or statements. For D2, which builds on M3, learners need to justify their suggestions for improving their personal fitness training programme. Learners will need to provide reasons to show how they arrived at their conclusions. This may include why frequency, intensity, time and type(s) of training have changed or why the structure of the training year has changed.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, P2, M2, D1, P3, P4, M3, D2	Plan and Implement a Personal Fitness Training Programme	You would like to improve your fitness levels to enhance your sports performance and overall health and wellbeing. Plan a personal fitness training programme with a coach, implement the programme for a period of six weeks and review the programme success.	Practical observation and assessment Written report Training programme Training diary

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Anatomy and Physiology for Sport	Sports Coaching	Sports Coaching
Fitness Testing and Training	Leadership in Sport	Exercise, Health and Lifestyle
Technical Skills and Tactical Awareness for Sport	Exercise, Health and Lifestyle	Instructing Physical Activity and Exercise
Psychology for Sports Performance	Instructing Physical Activity and Exercise	Exercise for Specific Groups
Planning and Leading Sports Activities	Exercise for Specific Groups	Fitness Testing for Sport and Exercise
Exercise and Fitness Instruction	Fitness Testing for Sport and Exercise	Fitness Training and Programming
	Fitness Training and Programming	

This unit links with the National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing at Level 2
- Achieving Excellence in Sports Performance at Level 3.

Essential resources

Learners need access to an appropriate area to undertake the practical and physical elements of the unit such as a sports hall or gym. Learners will also need to have dialogue with a sports coach, tutor, instructor or other appropriate adviser in order to plan their personal fitness training programme.

Employer engagement and vocational contexts

In order to undertake this unit successfully, learners need to be able to explore examples of fitness training programmes and training methods. Learners will need access to a practising sports coach, tutor, instructor or other appropriate adviser to enable them to plan a personal fitness training programme.

Indicative reading for learners

Textbooks

- Ackland J – *The Complete Guide to Endurance Training* (A&C Black, 2007) ISBN 9780713679038
- Adams M, Beashel P, Hancock J, Harris B, Phillippo P, Sergison A and Taylor I – *BTEC Level 2 First Sport Student Book* (Pearson, January 2010) ISBN 9781846906220
- Adams M, Beashel P, Harris B, Johnson S, Phillippo P and Sergison A – *BTEC Level 2 First Sport Teaching Resource Pack* (Pearson, April 2010) ISBN 9781846907173
- Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193
- American College of Sports Medicine and Schwarzenegger A – *ACSM Fitness Book* (Human Kinetics Europe, 2003) ISBN 9780736044066
- Bean A – *The Complete Guide to Strength Training* (A&C Black, 2008) ISBN 9781408105399
- Bird S R et al – *Exercise Benefits and Prescription* (Stanley Thornes, 1998) ISBN 9780743733156
- Chu D A – *Jumping into Plyometrics, 2nd Edition* (Human Kinetics, 1998) ISBN 9780736000963
- Dick F W – *Sports Training Principles* (A&C Black, 2007) ISBN 9780713682786
- Fulcher K and Fox P – *Your Personal Trainer: The Ultimate Guide to Getting Fit for any Sport* (Metro Books, 2002) ISBN 9781843580027
- Hazeldine R – *Fitness for Sport* (The Crowood Press, 2000) ISBN 9781861263360
- Lawrence M – *The Complete Guide to Core Stability* (A&C Black, 2007) ISBN 9780713683479
- Moran G T and McGlynn G – *Cross Training for Sports: Programmes for 26 Sports* (Human Kinetics, 1997) ISBN 9780880114936
- Norris C M – *The Complete Guide to Stretching* (A&C Black, 2007) ISBN 9780713683486
- Rushall B S – *Training for Sports and Fitness* (Palgrave Macmillan, 1991) ISBN 9780732901899
- Scott A – *GCSE PE for Edexcel* (Heinemann, 2001) ISBN 9780435506360
- Sharkey B J and Gaskill S E – *Fitness and Health* (Human Kinetics, 2006) ISBN 9780736056144

Journals

- American College of Sport Medicine's Health and Fitness Journal*
- British Journal of Sports Medicine*
- Exercise and Sport Sciences Reviews*
- International Journal of Sports Science and Coaching*
- Medicine and Science in Sports and Exercise*
- Research Quarterly for Exercise and Sport*

Websites

American College of Sports Medicine	www.acsm.org
British Association of Sport and Exercise Sciences	www.bases.org.uk
Human Kinetics	www.humankinetics.com
Sport Science	www.sportsci.org
Sports Coach UK	www.sportscoachuk.org
Top End Sports	www.topendsports.com

Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning, designing and agreeing, a six-week personal fitness training programme with a coach
Creative thinkers	planning, designing and agreeing, a six-week personal fitness training programme with a coach
Reflective learners	planning, designing and agreeing, a six-week personal fitness training programme with a coach implementing a six-week personal fitness training programme, maintaining a training diary describing the strengths of the personal fitness training programme, identifying areas for improvement
Team workers	planning, designing and agreeing, a six-week personal fitness training programme with a coach
Self-managers	implementing a six-week personal fitness training programme, maintaining a training diary

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	discussing potential training programmes with a coach
Creative thinkers	exploring potential training opportunities with a coach
Reflective learners	researching the training methods available and their application to own sports performance
Team workers	exploring potential training opportunities with a coach
Self-managers	researching the training methods available and their application to own sports performance

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching exemplar questionnaires including medical and physical activity history
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	designing a personal fitness training programme
Manage information storage to enable efficient retrieval	maintaining a training diary
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching fitness training programmes and exercise adherence
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching fitness training programmes and exercise adherence
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	preparing a medical history questionnaire preparing a physical activity history questionnaire designing the training programme
Bring together information to suit content and purpose	completing questionnaires
Present information in ways that are fit for purpose and audience	designing the training programme
Evaluate the selection and use of ICT tools and facilities used to present information	maintaining a training diary
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	maintaining a training diary
Mathematics	
Draw conclusions and provide mathematical justifications	exploring exercise intensity and how this relates to programme progression

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	planning and agreeing a personal fitness training programme with a coach
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	applying research to the design of a personal fitness training programme
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reviewing the success of the personal fitness training programme

