

Unit 5: Training for Personal Fitness

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

Ever wanted to improve your personal fitness but haven't been sure where to start? Have you wanted to design a personal fitness training programme but not been sure how to go about it? This unit shows you the way.

Thinking about personal fitness can be daunting at first. We all know that people often make comparisons between their own fitness levels and the fitness of others. Stop right there! This unit is all about *you*, the individual performer, training to improve and enhance personal fitness, using the training methods that are most appropriate, beneficial and engaging. This may mean training with a group of friends in a local park, or undertaking a personal fitness training programme at a local sports club or leisure centre. Whatever the setting, the design of the training programme must be tailored to meet your personal training goals, aspirations and needs.

Remember, everyone starts somewhere, so don't worry if your current fitness levels are a little below par. This unit supports you in achieving personal training goals. Likewise, if you already possess good to exceptional levels of fitness, then this unit will help you to develop a training programme to maintain those levels while taking the opportunity to safely explore other training methods you might not usually experience.

Learning aim A takes you through the stages of designing a personal fitness training programme, where you can select any appropriate method(s) of training to improve or maintain your fitness levels safely. For learning aim B, you will gain awareness of personal exercise adherence factors and strategies, i.e. important knowledge to help you keep to your training schedule. For learning aim C, you will implement your personal fitness training programme, maintaining a training diary. Finally, for learning aim D you will review your programme looking at strengths, areas for improvement and suggesting recommendations for future training and performance.

The ability to improve personal fitness is essential for sports performers. However, the same knowledge, understanding and skills are required to improve other people's fitness, and are essential for a number of job roles in the sector, such as sports coaches and personal trainers.

Learning aims

In this unit you will:

- A design a personal fitness training programme
- B know about exercise adherence factors and strategies for continued training success
- C implement a self-designed personal fitness training programme to achieve own goals and objectives
- D review a personal fitness training programme.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Design a personal fitness training programme</p> <p>Topic A.1 Personal information to aid training programme design:</p> <ul style="list-style-type: none"> ● personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER) <ul style="list-style-type: none"> ○ short-term (set over a short period of time, between one day and one month) ○ medium-term (should give progressive support towards achievement of long-term goals) ○ long-term (what they want to achieve in the long term, and the best way of doing this). ● aims (details of what they would like to achieve) ● objectives (how they intend to meet their aims) ● lifestyle and physical activity history ● § medical history questionnaire ● § attitudes and personal motivation for training. <p>Topic A.2 The basic principles of training (FITT):</p> <ul style="list-style-type: none"> ● frequency (the number of training sessions completed per week) ● intensity (how hard training will be) ● time (how long training sessions will be) ● type (selecting a training method to improve a specific component of personal fitness and/or sports performance). <p>§ Topic A.3 Further principles of training and how they are applied to training methods:</p> <ul style="list-style-type: none"> ● § intensity: <ul style="list-style-type: none"> ○ target zones and training thresholds (calculating and applying maximum heart rate (HR max) to training): ○ $HR\ max = 220 - age\ (years)$ ○ 60–85% HR max is the recommended training zone for cardiovascular health and fitness ○ the Borg (1970) (6–20) Rating of Perceived Exertion (RPE) Scale can be used as a measure of exercise intensity ○ the relationship between RPE and heart rate where: ○ $RPE \times 10 = HR\ (bpm)$. ● § progressive overload: in order to progress, the training needs to be demanding enough to cause the body to adapt, improving performance. This can be done by increasing frequency, intensity, or time, or by reducing recovery times. Not all these methods should be used at once or the increase in workload will be too much. ● § specificity: training should be specific to personal sport, activity or physical/skill-related fitness goals to be developed ● § individual differences/needs (the programme should be designed to meet personal training goals and needs) <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

- § variation: vary the personal training regime to avoid boredom and maintain enjoyment
- § rest and recovery are required so that the body can recover from the training and to allow adaptation to occur
- § adaptation: where the body reacts to training loads by increasing its ability to cope with those loads. Adaptation occurs during the recovery period after the training session is completed
- § reversibility: if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.

Topic A.4 Programme design:

- use personal information to aid training programme design
- selection of appropriate training method(s)/activities for improving/maintaining fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed
- safe design: appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives
- selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise)
- selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling)
- § creative design: consideration given to prevent/avoid barriers to training occurring, ensuring exercise adherence is maintained and the programme is enjoyable, for example, including interesting, different exercise activities to maintain motivation and commitment, and to prevent boredom.

Learning aim B: Know about exercise adherence factors and strategies for continued training success**Topic B.1 Factors:**

Overcoming barriers, for example access to facilities, time, commitment, lack of interest, personal injury, emotional, motivation and cost.

Topic B.2 Strategies:

For example, setting SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded), implementing enjoyable activities, knowing the benefits of the personal training programme, support and reinforcement, and rewards for achieving goals.

Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives**Topic C.1 Safely implement a personal fitness training programme:**

- undertaking appropriate training method(s) (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment
- wearing correct training gear, safe and correct use of equipment, implementation of correct technique, awareness of wider safety issues, e.g. personal safety, if training outdoors
- § taking full responsibility for completing and recording details for each training session.

continued

What needs to be learnt**Topic C.2 Training diary for each session recording:**

- date, time and location for training undertaken
- aims and objectives for each session
- session duration
- type of training undertaken – selected method(s)/activities
- programme details (FITT)
- log of personal performance and achievements
- resources required, e.g. equipment
- § the principles of progressive overload and details of how progressive overload has been achieved over the course of the programme
- § details of programme intensity using % HR max and RPE.

§ Topic C.3 Measures for success:

- § motivation for training, including details in the diary of personal feelings before, during and after each training session
- § details of how the programme has been adapted to ensure continued commitment to training, for example using a variation of activities/training methods
- § achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level
- § overcoming barriers to training/issues/problems.

Learning aim D: Review a personal fitness training programme**Topic D.1 Review programme:**

- § before each training session
- § after each training session
- § evidence of modifying the programme to achieve planned personal goals
- strengths: areas of the programme where personal aims and objectives have been achieved
- areas for improvement: where outcomes do not meet planned goals
- § recommendations for improving future training and performance, for example personal training needs, use of different training methods/activities or strategies, use of psychological training techniques to improve performance.

The unit content is designed for delivery to level 2 learners. If a learner is unable to achieve at level 2, they will be assessed against level 1 criteria and are therefore not required to demonstrate achievement of the content indicated by §.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Design a personal fitness training programme			
1A.1 Outline personal information for designing a fitness training programme. #	2A.P1 Summarise personal information for designing a fitness training programme. #	2A.M1 Assess personal information for fitness training programme design. #	
1A.2 Design a safe four-week personal fitness training programme, with guidance. #	2A.P2 Independently design a safe six-week personal fitness training programme. #	2A.M2 Design a safe six-week personal fitness training programme, showing creativity in the design. #	2A.D1 Justify the training programme design, explaining links to personal information. #
1A.3 Outline the importance of warm-up, cool down and FITT.	2A.P3 Describe the principles of training and their application to the personal fitness training programme design. *		
Learning aim B: Know about exercise adherence factors and strategies for continued training success			
1B.4 Describe two personal exercise adherence factors and two strategies for training success.	2B.P4 Describe four personal exercise adherence factors and four strategies for training success.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives			
1C.5 Safely implement, with guidance, a four-week personal fitness training programme, maintaining a training diary. # *	2C.P5 Safely implement a six-week personal fitness training programme, maintaining a training diary. # *	2C.M3 Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session. # *	2C.D2 Safely implement a successful six-week personal fitness training programme, maintaining a training diary to evaluate performance and progress. # *
Learning aim D: Review a personal fitness training programme			
1D.6 Review the four-week personal fitness training programme, identifying strengths and areas for improvement.	2D.P6 Review the six-week personal fitness training programme, describing strengths and areas for improvement.	2D.M4 Explain strengths of the training programme and areas for improvement, providing recommendations for future training and performance.	2D.D3 Justify recommendations for future training and performance.

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

The special resources required for this unit are:

- informed consent forms
- heart rate monitors
- Rating of Perceived Exertion Scale.

Access to lifestyle, physical activity and medical history questionnaires would be beneficial, although these can be designed by learners as an individual or group task, with appropriate guidance from teachers/tutors.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Edexcel. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Assessment evidence for this unit is best presented in a portfolio, with the following sections, under which learners place their evidence to meet the criteria:

- personal goals, aims and objectives
- personal information
- principles of training
- programme design
- exercise adherence factors and strategies
- training diary
- observation records/witness statements
- programme review.

Alternatively, learners could verbally present their evidence for designing a personal fitness training programme (learning aim A), their knowledge about exercise adherence factors and strategies for continued training success (learning aim B) and their programme review for learning aim D. Presentations need to be supported by completed assessor observation records, detailing achievement against the target criteria. Learners could provide an electronic copy of their personal fitness training programme and diary as evidence for learning aim C, together with appropriate assessor observation records/witness statements. Alternatively, learning aim B could be assessed in the form of an information leaflet, which draws on learners' own personal experiences.

At level 2, learners will independently design and implement a six-week personal fitness training programme. At level 1, learners will design and implement a four-week personal fitness training programme, with guidance from teachers/tutors or other appropriately qualified person(s) (e.g. club/school/college sports coach). The training programme designed needs to be safe.

What is a safe programme?

A safe programme design will include appropriate method(s)/selection of an appropriate combination of activities to meet personal training needs, goals, aims and objectives, taking into account relevant physical activity, lifestyle, and/or medical history, depending on the level of learners.

Safe implementation will include wearing correct training gear, safe and correct use of equipment and correct technique. It will also include wider safety issues, for example ensuring personal safety by training with a friend/in small groups, wearing reflective clothing where needed, and not wearing an MP3 player if training outdoors. In order to meet criterion 2A.M2, the fitness training programme designed needs to be creative.

What is a creative programme?

A 'creative' programme is one that shows innovative design to meet personal training needs and individual circumstances. A creative programme will be well planned with due consideration given to prevent/avoid barriers to training occurring (such as cost or access), ensuring exercise adherence is maintained and that the programme is enjoyable for the learner to complete. For example, if cost is an issue, learners could design a personal fitness training programme to undertake in their garden or local park. For example, circuit training would be an appropriate method, including stations in the design which don't require any specialist equipment, such as star jumps, knee raises, burpees, kick-backs, press-ups, and sit-ups. Household items could be safely used as equipment for the circuit, for example tins of soup or water-filled plastic milk bottles make good free weights!

Creativity could also be shown in the use of setting/location. For example, interval training/sprinting could be done on a beach to develop power. In this setting, if a learner wanted to increase their exercise intensity they could enlist the help of a friend and use a harness to introduce resistance while they run. Alternatively, they could run while wearing a weighted back pack. There are endless opportunities for learners to design a personal fitness training programme that will not only meet their own needs, goals, and personal circumstances, but will also be fun to complete, so that they adhere to their regime.

Learners should strive to ensure their personal fitness training programme is an overall success. Measures for success will include:

- evidence of personal development
- personal achievement against original programme goals, aims and objectives
- personal enjoyment, dedication and commitment to training
- amending their programme to avoid or overcome any barriers to training, issues, or problems
- evidence of how their performance has been taken to a higher level/shown personal improvement.

Measures for success are likely to be evident through the learner's training diary or from observation records/witness statements.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 2A.P1, 2A.M1, 1A.2, 2A.P2, 2A.M2, 2A.D1, 1A.3, 2A.P3	My Personal Fitness Training Programme: To Get Fit Quick! Task 1 Training programme design	So, how fit are you? Your local sports centre has launched a 'Get Fit' initiative for schools and colleges in the area to get young people to design, implement and review a personal fitness training programme to achieve their training goals. You may safely incorporate any training method(s) you like into your programme – this is your chance to make sure your training is as exciting and fun as possible!	Portfolio of evidence containing the following sections: <ul style="list-style-type: none"> ● personal information ● principles of training ● programme design ● exercise adherence factors and strategies ● training diary ● observation records/witness statements ● programme review.
1B.4, 2B.P4	Task 2 Exercise adherence		
1C.5, 2C.P5, 2C.M3, 2C.D2	Task 3 My training diary: training for success!		
1D.6, 2D.P6, 2D.M4, 2D.D3	Task 4 Programme review: what's next?		

