



PEARSON BTEC LEVEL 3
NATIONAL EXTENDED DIPLOMA IN
SPORTS COACHING AND DEVELOPMENT

UNIT NUMBER 8
UNIT TITLE Fitness Testing
UNIT SIZE (GLH) 60

In today's society, we can easily fall into the trap of developing a sedentary lifestyle; we use the car rather than walk to the local shops, we take the lift rather than the stairs, and our hectic lifestyle doesn't seem to allow us the time to engage in regular physical activity. Establishing and maintaining a desirable level of fitness is more important than ever; it's paramount to our future health. The overall relationship between fitness and health affects performance in our everyday lives, whether it be sport or work related. Fitness is vital to achieving success in sport, and fitness testing plays a valuable role in the development of personal fitness levels. Sports performers regularly participate in fitness tests to determine their baseline measures. Fitness testing results are then used to identify strengths and areas for improvement. Fitness testing results are also used to predict future performance and provide feedback on the effectiveness of a training programme. Fitness testing can be carried out in a health club setting or sports facility. Clients are screened for contraindications to exercise, and fitness testing enables the instructor to determine baseline measures, using the results as a basis for exercise programme design

In this unit, you will look at a range of laboratory and field-based fitness tests. You will also be introduced to the practice of health screening and how to carry out health monitoring tests. You will develop the skills and knowledge to be able to follow fitness test protocol, taking into account test validity and reliability. You will develop skills to be able to administer fitness tests in a safe and effective manner, interpreting results against recommended values and providing feedback on how fitness levels can be improved. This unit will help you to progress to employment in sports coaching, fitness instruction and elite sport. The unit will also help you to progress to further study in higher education or to professional qualifications.

**PEARSON BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN
SPORTS COACHING AND DEVELOPMENT**

Unit (number and title): 8 Fitness Testing		
Assignment number: 1 “Examine a range of laboratory-based and field-based fitness tests”		
<u>STUDENT NAME:</u>	<u>Declaration</u> I certify that the work submitted for this assignment is my own and that I have clearly referenced any sources used in the work. Signature:	
START DATE:	DEADLINE:	
ASSESSOR:	IV:	RESUBMISSION:
Learning Outcome: A – PMD1		
Assessment Criteria	Comments on assessment	Achieved Y/N
A.P1 Describe the purpose and function of tests for each area of fitness.		
A.M1 Compare fitness tests for physical fitness.		
A.D1 Evaluate the benefits and disadvantages of fitness tests for different types of fitness in relation to the needs of individuals.		
	Criteria achieved:	Signed:
Student comments on feedback:		Signed:

Scenario:

As the first part of your involvement with Sigma Sixth sports academy you are to raise the awareness of how important fitness is to all students, you are to produce a presentation that could be shown to younger students to help educate them.

Task:

For each of the seven identified components of fitness you need to **describe the purpose and function of a test that could measure someone's performance in each area (7)**. You need to include the advantages and disadvantages of each test. You will need to have performed the activity to be able to complete the task for each component. **This is a presentation**

Flexibility

Strength

Aerobic Endurance

Speed

Power

Muscular Endurance

Body Composition

A.P1

Compare the different types of fitness test for each component of physical fitness, relating the most suitable tests for results. You should consider factors related to test validity and reliability and how these factors could affect data results in relation to wider issues. **This is a report A.M1**

Evaluate the advantages and disadvantages of fitness tests for each component of physical fitness and relate these to a specific individual's needs. Advantages and disadvantages of fitness tests are best explored through practical participation in order to highlight variables in test methodology that could affect validity and reliability. Consider factors related to test validity and reliability and how these factors could affect data results in relation to wider issues. **This is a report A.D1**

The following content MUST be covered:

A1 Fitness tests: Flexibility, e.g.: sit and reach, Strength, e.g.: one-repetition maximum (1RM), grip dynamometer. Aerobic endurance, e.g.: multi-stage fitness test, step test, maximal treadmill protocol. Speed, e.g.: sprint tests. Power, e.g.: 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. Purpose, e.g.: identify components of fitness that 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.

A2 Advantages and disadvantages: Validity. Reliability. Wider issues: cost, time: duration and specificity, equipment requirement, facility requirements, complexity and skill level of person carrying out test, type of person receiving the test.

Sources of information:

www.topendsports.com

www.brianmac.co.uk

INTERNAL VERIFICATION - ASSIGNMENT BRIEF	
Programme Title:	Pearson BTEC Level 3 National Extended Diploma in Sports Coaching and Development
Assessor Name:	

Internal Verifier Name:	Jon Taylor	
Unit or Component Number and Title:	Unit 8 Fitness Testing	
Assignment title:	1 – Examine a range of fitness tests	
Assessment criteria targeted by this assignment brief:	A – PMD1	
Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details. <i>(If using the Authorised Assignment Brief 'off the shelf' with no amendments, please answer the question marked * in the checklist only)</i>	Yes – Pearson AAB. The scenario is adapted to make it more relevant to our students.	
Has this assignment been submitted to the Assignment Checking Service? <i>(If Yes, please keep a copy of the ACS feedback with this form)</i>	Yes	No
		No
INTERNAL VERIFIER CHECKLIST		Y/N
Are the programme and unit details accurate?		Y
*Are clear deadlines for assessment given?		Y
Is the time frame of an appropriate duration?		Y
Is there a suitable vocational scenario or context?		Y
Are the assessment criteria to be addressed stated accurately?		Y
Does each task show which criteria are being addressed?		Y
Do the tasks meet the assessment requirements of the unit/s?		Y

Is it clear what evidence the learner needs to generate?			Y	
Is it likely to generate evidence that is valid and sufficient?			Y	
Overall, is the Assignment fit for purpose?	Yes	Y	No	
<i>*If 'No' is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken and that the Assignment Brief is authorised for use before being issued to learners.</i>				

Action required: <i>(If none then please state n/a)</i>		Target Date for Completion	Date Action Completed
N/A			
General Comments (if appropriate)			
<p>Assignment fit for purpose - AAB.</p>			
Assignment Brief Authorised for Use:			
Internal Verifier signature	J Taylor	Date	
Assessor signature		Date	
Lead Internal Verifier signature (if appropriate)		Date	