

Module 1	Module 2	Module 3
<p>Learning Intent for this module:</p> <p>Unit 2: The health and fitness industry is concerned with helping to support clients to increase their fitness levels and also ensuring a client is in appropriate health to take on a fitness programme. To work in the health and fitness industry, individuals need to know how to assess clients and then be able to plan appropriate training programmes to take into account individual needs. Students explore the process required for screening clients and assessing their lifestyle and nutritional intake. They will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored.</p> <p>Unit 3: To understand the scope and breadth of the available career opportunities and the steps needed to follow a chosen pathway in the sports industry, students will research the different possible careers and the associated job roles. They will then action plan their development</p>	<p>Learning Intent for this module:</p> <p>Unit 2: Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. The work in this unit replicates the processes that are carried out in the sports industry and students will draw on learning and application of content from across a previous units in the programme of study.</p> <p>Unit 3: To enable students to be prepared students for a career in the sports industry they will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify their own strengths and gaps in knowledge and skills. Students will evaluate their performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.</p>	<p>Learning Intent for this module:</p> <p>Unit 2: Students will revisit the process required for screening clients and assessing their lifestyle and nutritional intake. They will make further how to make judgements on a specific individual's current lifestyle and then suggest additional modifications to help improve the individual's fitness, health and overall well-being. Students will re-examine training methods and a selection of appropriate training methods. Students will carry out client screening and designing fitness training programmes for a range of individuals with specific needs.</p> <p>Unit 3: By developing student's understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee, students will be prepared for progression to a career in the sports industry either directly or through higher education.</p>

towards achieving a selected career aim via an exploration of their own skills using a skills audit to inform a career development action plan to prepare students for a career in the sports industry.		
<p>Key Content to be learned:</p> <p>Unit 2:</p> <p>Learning Aim A: Examine lifestyle factors and their effect on health and well-being</p> <p>Positive lifestyle factors and their effects on health and well-being Understand the importance of lifestyle factors in the maintenance of health and well-being Exercise/physical activity, balanced diet, positive risk-taking activities Government recommendations/guidelines Negative lifestyle factors and their effects on health and well-being Understand the factors contributing to an unhealthy lifestyle: Smoking, alcohol, stress, sleep, sedentary lifestyle Lifestyle modification techniques and how they can be used to reduce unhealthy lifestyle behaviours Common barriers to change Strategies to increase physical activity levels Smoking cessation strategies Stress management techniques</p>	<p>Key Content to be learned:</p> <p>Unit 2:</p> <p>External exam first attempt Early January</p> <p>Students will be given a case study one week before the supervised assessment period to carry out preparatory work. The supervised assessment period is a maximum of 2.5 hours as timetabled by Pearson. During the assessment students will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations.</p> <p>Key content revisited; teacher and student informed choice Learning Aim A: Examine lifestyle factors and their effect on health and well-being</p> <p>Learning Aim B: Understand the screening processes for training programming.</p>	<p>Key Content to be learned:</p> <p>Unit 2:</p> <p>Exam technique/Question practice External exam final attempt May/June</p> <p>Students will be given a new case study one week before the supervised assessment period to carry out preparatory work. Students will be given a task that will assess their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information in order to develop and justify a fitness training programme and nutritional advice based on these interpretations.</p> <p>Unit 3: Independent completion of the Internal Assignment which will assess learning aims C&amp;D.</p>

<p>Learning Aim B: Understand the screening processes for training programming. Screening processes, questionnaires Legal considerations Health monitoring tests and interpreting results against normative data</p> <p>Learning Aim C: Understand programme-related nutritional needs Common nutritional terminology: recommended daily allowance, energy measures Energy balance Components of a balanced diet Macronutrients &amp; Micronutrients Hydration The effects on performance of dehydration and hyperhydration Nutritional strategies for individuals taking part in training programmes The use of ergogenic aids used in training programmes The use of sports drinks for different types of training requirements</p> <p>Learning Aim D: Examine training methods for different components of fitness Physical fitness Skill-related Training methods for physical fitness-related components training methods Aerobic endurance training methods Principles and types of aerobic training</p>	<p>Learning Aim C: Understand programme-related nutritional needs</p> <p>Learning Aim D: Examine training methods for different components of fitness</p> <p>Learning Aim E: Understand training programme Principles of fitness training programme design.</p> <p>Unit 3: Learning Aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>Job applications Selection of a job role in a suitable career pathway, identified from skills audit and CDAP and then preparation of all the relevant documents Interviews and selected career pathway-specific skills: communication, body language and listening skills, professional approaches, formal language. Presentation skills Career pathway-specific technical knowledge Demonstration of a work-related competence.</p> <p>Learning Aim D: Reflect on the recruitment and selection process and your individual performance</p> <p>Review and evaluation</p>	
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<p>Equipment required for aerobic endurance Muscular strength training methods and their application to a practical context. A range of training methods and their application to a practical context.</p> <p>Learning Aim E: Understand training programme Principles of fitness training programme design Principles of training: FITT Periodisation: macrocycle, mesocycle, microcycle.</p> <p>Unit 3: Learning Aim A: Understanding career and job opportunities</p> <p>Maintaining a personal portfolio/record of achievement and experience Scope and provision of the sports industry Careers and jobs in the sports industry Professional training routes, legislation, skills in the sports industry Sources of continuing professional development (CPD)</p> <p>Learning Aim B: skills audit &amp; career development action plan</p> <p>Personal skills audit for potential careers Planning personal development towards a career in the sports industry Maintaining a personal portfolio/record of achievement and experience</p>	<p>Role-play activity. Individual appraisal of own roles in being interviewed. Review of communication skills, organisational ability and assessment of how the skills acquired support the development of employability skills. Updated SWOT and action plan SWOT analysis on individual performance in the role-play activities. Self-critique of the events and documentation prepared and how it supported the activity. Review of how effective the process developmental needs Action plan to highlight how to address any weaknesses in skill set.</p>	
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<p>Independent completion of the internal assignment which will assess learning aims A &amp; B</p>		
<p>Key Tasks for this module:</p> <p>Unit 3</p> <ol style="list-style-type: none"> <li>1. Summative: A report that justifies the selection of a specific sports industry career pathway, following an investigation into two contrasting career pathways.</li> <li>2. Summative: Career development action plan, supported by evidence of personal skills audit outcomes.</li> </ol> <p>Unit 2</p> <ol style="list-style-type: none"> <li>1. Formative Assessment: Benefits of exercise.</li> <li>2. Formative assessment: Nutrition</li> <li>3. Summative: Mock Exam Paper</li> </ol>	<p>Key Tasks for this module:</p> <p>Unit 3</p> <ol style="list-style-type: none"> <li>1. Formative: Participation and video evidence in recruitment and selection activities as the interviewee and conduct a practical assessment activity (micro-teach)</li> <li>2. Summative: Produce a portfolio and complete the appropriate documentation for the recruitment and selection process. SWOT (strengths, weaknesses, opportunities, threats) analysis on performance of their interviewing assessment activity, linked to their personal development.</li> </ol> <p>Unit 2</p> <ol style="list-style-type: none"> <li>1. Formative Assessment: Training Methods.</li> <li>2. Formative assessment: Principles of Training.</li> <li>3. Summative: Mock Exam Paper</li> </ol>	<p>Key Tasks for this module:</p> <p>Unit 3:</p> <ol style="list-style-type: none"> <li>1. Summative: A portfolio which demonstrates the application process for a particular job in the sports industry</li> <li>2. Summative: A video of learners in the role of interviewee for a job in the sports industry.</li> <li>3. Summative: A written report which reflects on the recruitment and selection process.</li> </ol> <p>Unit 2</p> <ol style="list-style-type: none"> <li>1. Summative: Mock Exam.</li> </ol> <p>Final Exam External is at the Start of May.</p>