

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>

<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>		
<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, their importance and their effects on 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, such as; smoking, alcohol, stress, sleep, sedentary lifestyle          Lifestyle modification techniques to reduce unhealthy lifestyle behaviours          Common barriers to change          Strategies to increase physical activity levels          Smoking cessation strategies          Stress management techniques</p> <p>Learning Aim B: Understand the screening processes for training programming.          Screening processes, questionnaires, legal considerations</p>	<p>Key Content to be learned:</p> <p>Unit 2:</p> <p>External exam, early January          Students receive a case study one week before a supervised assessment period to carry out preparatory work. The exam is 2.5 hours, timetabled by Pearson. Students will be assessed on their ability to interpret lifestyle factors and health screening data from a scenario and stimulus information to develop and justify a fitness training programme and nutritional advice.</p> <p>Key content revisited; teacher and student informed choice          Learning Aim A: Examine lifestyle factors and their effect on health and well-being          Learning Aim B: Understand the screening processes for training programming.          Learning Aim C: Understand programme-related nutritional needs          Learning Aim D: Examine training methods for different components of fitness          Learning Aim E: Understand training programme Principles of fitness training programme design.</p>	<p>Key Content to be learned:</p> <p>Unit 2:</p> <p>Exam technique and practice          External exam final attempt May          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>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 including macronutrients, micronutrients and hydration  The effects on performance of dehydration and hyperhydration  Nutritional strategies for training programmes including ergogenic aids and sports drinks.</p> <p>Learning Aim D: Examine training methods for different components of fitness  Physical and Skill-related fitness  Training methods for physical fitness, aerobic endurance and muscular strength.</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  Professional training routes, legislation, skills in the sports industry  Sources of continuing professional development (CPD)</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  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 to assess skills such as; communication, body language, listening, professional approaches, formal language, presentation skills and 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  Review and evaluation  Individual appraisal of interview.  Review of communication skills, organisational ability and assessment of how the skills acquired support the development of employability skills.  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 was  Action plan to highlight how to address any weaknesses in skill set.</p>	
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<p>Learning Aim B: skills audit &amp; career development action plan                  Personal skills audit for potential careers                  Planning personal development towards a career in the sports industry                  Independent completion of the internal assignment which will assess learning aims A &amp; B.</p>		
<p>Assessment 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.</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>Assessment 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.</li> <li>2. Summative: Produce a portfolio and complete the appropriate documentation for the recruitment and selection process.</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>Assessment 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> <li>2. Final Exam External is at the Start of May.</li> </ol>