Pearson
Higher Nationals in
Sport

SCHEME OF WORK

UNIT: 1 Physical Activity, Lifestyle & Health

For use with the Higher National Certificate and Higher National Diploma in Sport
First teaching from September 2018

Issue 1
Edexcel, BTEC and LCCI qualifications

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**Higher National Certificate/Diploma in Sport**

**SCHEME OF WORK**

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<th>Programme Title:</th>
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<th>Level:</th>
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<tr>
<td>Unit Title:</td>
<td>Physical Activity, Lifestyle &amp; Health</td>
<td>Tutor:</td>
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<tr>
<td>Unit Number:</td>
<td>1</td>
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<tr>
<th>Learning Outcomes (LO)</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
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<tbody>
<tr>
<td><strong>LO1</strong> Examine the role of physical activity in the maintenance of a healthy lifestyle</td>
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<tr>
<td><strong>LO2</strong> Investigate the impact of lifestyle factors and physical inactivity on health and wellbeing</td>
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<tr>
<td><strong>LO3</strong> Plan lifestyle enhancement programmes for selected individuals</td>
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<tr>
<td><strong>LO4</strong> Review lifestyle enhancement programmes for selected individual</td>
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| Session 1 | LO1 | **Topic(s): Role of physical activity**  
• Introduction to unit content and unit assessment.  
• Physical benefits of physical activity.  
**Sample activities:**  
• Tutor led discussion exploring the unit content and assessment materials.  
• Pair work defining physical activity.  
• Small group work researching the physical benefits of physical activity.  
• Small group presentations of the physical benefits of physical activity.  
• Group discussion about the psychological benefits of physical activity for different target groups. |
| Session 2 | LO1 | **Topic(s): Role of physical activity**  
• Psychological and social benefits of physical activity.  
**Sample activities:**  
• Small group work researching the psychological and social benefits of physical activity.  
• Small group presentations of the psychological and social benefits of physical activity.  
• Group discussion about the psychological and social benefits of physical activity for different target groups. |
| Session 3 | LO1 | **Topic(s): Role of physical activity**  
• Recommended levels of physical activity.  
**Sample activities:**  
• Individual research into the ACSM guidelines for physical activity for children and adults.  
• Pair work reviewing case studies and making recommendations based on ACSM guidelines.  
• Peer assessment of recommendations based on ACSM guidelines. |
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| Session 4 | LO2 | **Topic(s): Lifestyle factors: Stress**  
  - Causes of stress.  
  - Health and wellbeing risks associated with excessive stress.  
  **Sample activities:**  
  - Lecture exploring factors that cause stress.  
  - Individual work exploring the cause of stress specific to them.  
  - Pair work categorising the causes of stress.  
  - Whole group discussion exploring how the causes of stress change for different target groups.  
  - Small group research into the health risks of excessive stress.  
  - Pair presentations of the health and wellbeing risks of excessive stress.  
  - Peer assessment of presentations. |
| Session 5 | LO2 | **Topic(s): Lifestyle factors: Drug use**  
  - Health and wellbeing risk associated with drug use.  
  **Sample activities:**  
  - Lecture exploring drug use and its impact.  
  - Whole group discussion exploring drug use in different target groups.  
  - Individual research into the health and wellbeing risks associated with drug use.  
  - Peer teaching of the health and wellbeing risks associated with drug use.  
  - Videos of the health and wellbeing risks of drug use. |
| Session 6 | LO2 | **Topic(s): Lifestyle factors: Poor diet**  
  - Health and wellbeing risks associated with poor diet.  
  **Sample activities:**  
  - Lecture exploring the impact of a poor diet on health.  
  - Individual research into the health and wellbeing risks of a poor diet.  
  - Group presentations of the health and wellbeing risks of a poor diet.  
  - Whole group discussion exploring the risks of poor diet for different target groups. |
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| Session 7 | LO2                  | **Topic(s): Lifestyle factors: Physical inactivity**  
• Health and wellbeing risks associated with physical inactivity.  
• Factors that affect lifestyle choice.  
**Sample activities:**  
• Lecture exploring the impact of physical inactivity on health.  
• Individual review of case studies identifying the reasons for physical inactivity.  
• Pair research into the health and wellbeing risks of physical inactivity.  
• Group presentations of the health and wellbeing risks of physical inactivity.  
• Small group work reviewing case studies to identifying factors that affect lifestyle choice for different target groups. |
| Session 8 | LO3                  | **Topic(s): Behaviour change**  
• Stages of behaviour change: Precontemplation and contemplation.  
**Sample activities:**  
• Individual review of case studies and application of the stages of change.  
• Group discussion of the characteristics of individuals in the precontemplation and contemplation stage.  
• Individual presentations of case study reviews. |
| Session 9 | LO3                  | **Topic(s): Behaviour change: Preparation and action**  
• Stages of behaviour change: Preparation and action.  
**Sample activities:**  
• Pair review of case studies and application of the stages of change.  
• Group discussion of the characteristics of individuals in the preparation and action stage.  
• Pair presentations of case study reviews. |
### Schemes of Work

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|          | LO3                 | **Topic(s): Behaviour change**  
|          |                     | - Stages of behaviour change: Maintenance and goal setting.  
|          |                     | **Sample activities:**  
|          |                     | - Pair review of case studies and application of the stages of change.  
|          |                     | - Group discussion of the characteristics of individuals in the maintenance stage.  
|          |                     | - Practical activity incorporating goal setting i.e. the focus on the session could be a practical task (e.g. running) where the students are required to set themselves a range of goals (outcome, process, performance). Students will then evaluate how they perform in relation to each goal. |
| Session 10 | LO3 | **Topic(s): Lifestyle assessment**  
|          |                     | - Developing lifestyle questionnaires.  
|          |                     | - Data protection and handling.  
|          |                     | **Sample activities:**  
|          |                     | - Small group work identifying appropriate questions for each section of a lifestyle questionnaire.  
|          |                     | - Individual production of lifestyle questionnaire.  
|          |                     | - Peer assessment of lifestyle questionnaires.  
|          |                     | - Individual research of data protection and handling.  
|          |                     | - Group discussion on the importance of data protection and handling.  
|          |                     | - Role play administering the lifestyle questionnaire in preparation of a consultation with client. |
| Session 11 | LO3 | **Topic(s): Assessment of lifestyle factors**  
|          |                     | - Conducting interviews.  
|          |                     | **Sample activities:**  
|          |                     | - Group discussion of different interview techniques.  
|          |                     | - Individual development of interview script.  
|          |                     | - Role play: one-to-one conduction of interviews.  
|          |                     | - Peer assessment of interview techniques. |
| Session 12 | LO3 |
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| Session 13 | LO3 | **Topic(s): Lifestyle enhancement programmes**  
- Developing lifestyle enhancement programmes.  
**Sample activities:**  
- Small group review of case studies to identify the requirements for lifestyle enhancement for different target groups.  
- Pair mind-map of possible lifestyle improvement strategies.  
- Individual development of lifestyle improvement programme.  
- Peer assessment of lifestyle enhancement programmes |
| Session 14 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
- Methods of reviewing lifestyle enhancement programmes.  
**Sample activities:**  
- Group discussion of the methods to review lifestyle enhancement programmes.  
- Individual work reviewing the results of repeated lifestyle questionnaires identifying strengths and areas for improvement.  
- Pair discussion of the results of repeated lifestyle questionnaires.  
- Individual review of week 1 of lifestyle enhancement programme.  
- Whole group discussion of potential future recommendations following week 1 of lifestyle enhancement programmes. |
| Session 15 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
- Review of lifestyle improvement programmes.  
**Sample activities:**  
- Individual review of week 2 of lifestyle enhancement programme.  
- Pair discussion of lifestyle enhancement progress of their individual clients.  
- Individual presentation of lifestyle enhancement progress for their clients.  
- Whole group discussion of potential future recommendations following week 2 of lifestyle enhancement programmes. |
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| Session 16 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
- Review of lifestyle improvement programmes.  
**Sample activities:**  
- Individual review of week 3 of lifestyle enhancement programme.  
- Pair discussion of lifestyle enhancement progress of their individual clients.  
- Individual presentation of lifestyle enhancement progress for their clients.  
- Whole group discussion of potential future recommendations following week 3 of lifestyle enhancement programmes. |
| Session 17 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
- Review of lifestyle improvement programmes.  
**Sample activities:**  
- Individual review of week 4 of lifestyle enhancement programme.  
- Pair discussion of lifestyle enhancement progress of their individual clients.  
- Individual presentation of lifestyle enhancement progress for their clients.  
- Whole group discussion of potential future recommendations following week 4 of lifestyle enhancement programmes. |
| Session 18 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
- Review of lifestyle improvement programmes.  
**Sample activities:**  
- Individual review of week 5 of lifestyle enhancement programme.  
- Pair discussion of lifestyle enhancement progress of their individual clients.  
- Individual presentation of lifestyle enhancement progress for their clients.  
- Whole group discussion of potential future recommendations following week 5 of lifestyle enhancement programmes. |
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| Session 19 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
• Review of lifestyle improvement programmes.  
**Sample activities:**  
• Individual review of week 6 of lifestyle enhancement programme.  
• Pair discussion of lifestyle enhancement progress of their individual clients.  
• Individual presentation of lifestyle enhancement progress for their clients.  
• Whole group discussion of potential future recommendations following week 6 of lifestyle enhancement programmes. |
| Session 20 | LO4 | **Topic(s): Reviewing lifestyle enhancement programmes**  
• Programme effectiveness.  
**Sample activities:**  
• Individual review of the lifestyle enhancement programmes to see if they are fit for purpose.  
• Individual presentation of recommended changes to lifestyle enhancement programmes.  
• Peer discussion of recommended changes to lifestyle enhancement programmes. |
UNIT: 2 The Sport Landscape

For use with the Higher National Certificate and Higher National Diploma in Sport
First teaching from September 2018
Issue 1
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<tr>
<td>Unit Title:</td>
<td>The Sport Landscape</td>
<td>Tutor:</td>
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<tr>
<td>Unit Number:</td>
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<td>Academic Year:</td>
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<tr>
<th>Learning Outcomes (LO)</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
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<tr>
<td><strong>LO1</strong> Identify key policy stages and priority shifts in sports development</td>
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<tr>
<td><strong>LO2</strong> Examine the structure, partnerships and funding of current sport policy</td>
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<tr>
<td><strong>LO3</strong> Illustrate the significance of sport as a political, social and cultural tool</td>
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<tr>
<td><strong>LO4</strong> Review mass participation and elite sport models, strategies and/or policies</td>
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| Session 1 | LO1 | **Topic(s):**  
  • Key policy stages in sports development  
  **Sample activities:**  
  • Lecture on an overview of the key policy stages over the last 50 years  
  • In pairs, research different key policy stages.  
  • Class discussion on the researched key policy stages and where they fit in with each other in regards to influences and times |
| Session 2 | LO1 | **Topic(s):**  
  • Key policy stages in sports development  
  **Sample activities:**  
  • Recap quiz of when different key policy stages occurred  
  • Provide a case study on one key policy shift, and how it impacted the sporting landscape.  
  • Small groups of students pick different case studies to research and create a poster on the impact of a key policy stage. Students could present these to the class. |
| Session 3 | LO1 | **Topic(s):**  
  • Key policy stages and society  
  **Sample activities:**  
  • Lecture exploring society at different times of key policy stages, and how it influenced decisions  
  • Students to research the success of different key policy stages.  
  • Students to debate the significance of different key policy stages, using evidence and research to support their views. |
| Session 4 | LO1 | **Topic(s):**  
  • Priority shifts in sport  
  **Sample activities:**  
  • Create a mind map of the different priorities within sport (tourism, elite, social issues, etc.).  
  • Lecture to explore the current priorities within sport.  
  • Students to discuss influences on priority shifts within sport. |
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| Session 5 | LO1 | **Topic(s):**  
- Priority shifts in sport  
**Sample activities:**  
- In pairs, students research different priority shifts within sport in the last 50 years.  
- Lecture exploring how different priority shifts fit in with key policy stages  
- Students debate why priorities change over time within sport, linking this with societal influences and key policy stages. |
| Session 6 | LO1 | **Topic(s):**  
- Recap and summary of key policy stages and priority shifts in sport  
**Sample activities:**  
- In small groups, students create a timeline of priority shifts and key policy stages over the last 50 years.  
- Lecture on a summary of key policy stages and priority shifts in sport  
- Create a mind map, recapping all the policy stages and priority shifts covered. |
| Session 7 | LO2 | **Topic(s):**  
- Structure of current sport policy  
**Sample activities:**  
- Lecture on different organisations and links within current sport policy  
- Explanation using diagrams on the current structure of sport policy  
- Students to work in pairs and research an organisation within sport policy, investigating their aims, partners and position in the hierarchical structure. |
| Session 8 | LO2 | **Topic(s):**  
- Partnerships within current sport policy  
**Sample activities:**  
- Create a mind map of all organisations involved within sport policy.  
- Lecture on the importance of partnerships within sport policy, examining issues and advantages  
- Students investigate examples of partnerships within sport policy. |
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| Session 9 | LO2 | **Topic(s):**  
Structure and funding within current sport policy  
**Sample activities:**  
- Recap and analyse the structure of sport policy as a class and discuss funding within sport policy.  
- Lecture on funding within sport policy, and how it fits in with the structure of sport policy  
- Students debate possible implications of partnerships within sport on funding. |
| Session 10 | LO1 | **Topic(s):**  
Assignment workshop  
**Sample activities:**  
- Setting of Assignment 1 with an opportunity for Q&A  
- Students to plan assignment.  
- Students to start assignment. |
| Session 11 | LO3 | **Topic(s):**  
Sport as a political tool  
**Sample activities:**  
- Class debate on what ‘sport as a political tool’ means  
- Lecture on sport as a political tool, providing case studies of sport being used as a political tool (for example, Seoul Games 1988)  
- Research activity: Students to find and read literature on the use of sport as a political tool – report key findings to the group, such as examples, issues and justifications. |
| Session 12 | LO1 & LO2 | **Topic(s):**  
Formative feedback for Assignment 1  
**Sample activities:**  
- One-to-one sessions with students who have drafts to show their class tutor |
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| Session 13 | LO3 | **Topic(s):**  
• Sport as a social and cultural tool  
**Sample activities:**  
• Lecture on under-represented groups in sport: race, religion, gender, age  
• Lecture on how sport can empower indigenous groups of people, and the impact of role models  
• In groups, students research a different under-represented group, presenting information on their participation rates and sport participation patterns.  
• Case study: Video shown on the South Africa Rugby World Cup 1995, focusing on how rugby contributed to combatting the apartheid |
| Session 14 | LO3 | **Topic(s):**  
• Sport as a social and cultural tool  
**Sample activities:**  
• Lecture on sport for regeneration, social inclusion, national unity and tourism – link to Olympics as a case study  
• In pairs, students research proof of sport being effective as a social and cultural tool.  
• Students debate the effectiveness of sport as a social and cultural tool, using evidence from their research to support their argument. |
| Session 15 | LO4 | **Topic(s):**  
• Current mass participation models, strategies and policies  
**Sample activities:**  
• Lecture to identify the definition of mass participation  
• Lecture and discussion on the aims and priorities of mass participation models, strategies and policies, and key organisations and partnerships within the mass participation agenda  
• In pairs, students research current mass participation models, strategies and policies, reporting back to the group. |
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| Session 16 | LO4                 | **Topic(s):**  
Current elite sport models, strategies and policies  
**Sample activities:**  
- Lecture to identify the definition of elite sport  
- Lecture and discussion on the aims and priorities of elite sport models, strategies and policies, and key organisations within the elite sport agenda  
- In pairs, students research current elite sport models, strategies and policies, reporting back to the group. |
| Session 17 | LO4                 | **Topic(s):**  
Linking mass participation and elite sport  
**Sample activities:**  
- Mind map on the links between mass participation and elite sport  
- Lecture to examine how effective models, strategies and policies at both ends of the spectrum can benefit both areas (talent ID)  
- In pairs, students research and present back on mass participation and elite sport models, strategies and policies around the world. |
| Session 18 | LO3 & LO4           | **Topic(s):**  
Sport being used as a political, social and cultural tool and the impact on mass participation and elite sport models, strategies and policies  
**Sample activities:**  
- Lecture to explore and provide examples of mass participation strategies, taking into account development through sport (for example, street games – crime reduction)  
- Class discussion on the importance of elite sport success and the link with political significance  
- Debate on the justification of the funding split by government for mass participation and elite sport |
| Session 19 | LO3 & LO4           | **Topic(s):**  
Assignment workshop  
**Sample activities:**  
- Setting of Assignment 2 with an opportunity for Q&A  
- Students to plan assignment.  
- Students to start assignment. |
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| Session 20 | LO3 & LO4 | **Topic(s):**  
• Formative feedback for Assignment 2 and module evaluation  
**Sample activities:**  
• One-to-one sessions with students who have drafts to show their class tutor  
• Module evaluation |