

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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They can be customised and amended according to localised needs and requirements.

All schemes of work can be adapted to suit specific establishment time frames in line with GLH delivery.

Higher National Certificate/Diploma in Sport

SCHEME OF WORK

Programme Title:	Higher Nationals in Sport	Level:	
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Unit Title:	Physical Activity, Lifestyle & Health	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Examine the role of physical activity in the maintenance of a healthy lifestyle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Investigate the impact of lifestyle factors and physical inactivity on health and wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Plan lifestyle enhancement programmes for selected individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LO4 Review lifestyle enhancement programmes for selected individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	Topic(s): Role of physical activity <ul style="list-style-type: none">• Introduction to unit content and unit assessment.• Physical benefits of physical activity. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Psychological and social benefits of physical activity. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Recommended levels of physical activity. Sample activities: <ul style="list-style-type: none">• 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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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO2	Topic(s): Lifestyle factors: Stress <ul style="list-style-type: none">• Causes of stress.• Health and wellbeing risks associated with excessive stress. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Health and wellbeing risk associated with drug use. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Health and wellbeing risks associated with poor diet. Sample activities: <ul style="list-style-type: none">• 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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Sessions	Learning Outcome(s)	Session Activities
Session 7	LO2	<p>Topic(s): Lifestyle factors: Physical inactivity</p> <ul style="list-style-type: none"> • Health and wellbeing risks associated with physical inactivity. • Factors that affect lifestyle choice. <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s): Behaviour change</p> <ul style="list-style-type: none"> • Stages of behaviour change: Precontemplation and contemplation. <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s): Behaviour change: Preparation and action</p> <ul style="list-style-type: none"> • Stages of behaviour change: Preparation and action. <p>Sample activities:</p> <ul style="list-style-type: none"> • 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.

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO3	<p>Topic(s): Behaviour change</p> <ul style="list-style-type: none">• Stages of behaviour change: Maintenance and goal setting. <p>Sample activities:</p> <ul style="list-style-type: none">• 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 11	LO3	<p>Topic(s): Lifestyle assessment</p> <ul style="list-style-type: none">• Developing lifestyle questionnaires.• Data protection and handling. <p>Sample activities:</p> <ul style="list-style-type: none">• 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 12	LO3	<p>Topic(s): Assessment of lifestyle factors</p> <ul style="list-style-type: none">• Conducting interviews. <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussion of different interview techniques.• Individual development of interview script.• Role play: one-to-one conduction of interviews.• Peer assessment of interview techniques.



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	<p>Topic(s): Lifestyle enhancement programmes</p> <ul style="list-style-type: none"> • Developing lifestyle enhancement programmes. <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s): Reviewing lifestyle enhancement programmes</p> <ul style="list-style-type: none"> • Methods of reviewing lifestyle enhancement programmes. <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s): Reviewing lifestyle enhancement programmes</p> <ul style="list-style-type: none"> • Review of lifestyle improvement programmes. <p>Sample activities:</p> <ul style="list-style-type: none"> • 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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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	Topic(s): Reviewing lifestyle enhancement programmes <ul style="list-style-type: none">• Review of lifestyle improvement programmes. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Review of lifestyle improvement programmes. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Review of lifestyle improvement programmes. Sample activities: <ul style="list-style-type: none">• 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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Sessions	Learning Outcome(s)	Session Activities
Session 19	LO4	Topic(s): Reviewing lifestyle enhancement programmes <ul style="list-style-type: none">• Review of lifestyle improvement programmes. Sample activities: <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Programme effectiveness. Sample activities: <ul style="list-style-type: none">• 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.

Pearson Higher Nationals in Sport

SCHEME OF WORK

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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Higher National Certificate/Diploma in Sport

SCHEME OF WORK

Programme Title:	Higher Nationals in Sport	Level:	4
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Unit Title:	The Sport Landscape	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Identify key policy stages and priority shifts in sports development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Examine the structure, partnerships and funding of current sport policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Illustrate the significance of sport as a political, social and cultural tool	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Review mass participation and elite sport models, strategies and/or policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Key policy stages in sports development <p>Sample activities:</p> <ul style="list-style-type: none"> 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	<p>Topic(s):</p> <ul style="list-style-type: none"> Key policy stages in sports development <p>Sample activities:</p> <ul style="list-style-type: none"> 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	<p>Topic(s):</p> <ul style="list-style-type: none"> Key policy stages and society <p>Sample activities:</p> <ul style="list-style-type: none"> 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	<p>Topic(s):</p> <ul style="list-style-type: none"> Priority shifts in sport <p>Sample activities:</p> <ul style="list-style-type: none"> 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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Sessions	Learning Outcome(s)	Session Activities
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Priority shifts in sport <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s):</p> <ul style="list-style-type: none"> • Recap and summary of key policy stages and priority shifts in sport <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s):</p> <ul style="list-style-type: none"> • Structure of current sport policy <p>Sample activities:</p> <ul style="list-style-type: none"> • 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	<p>Topic(s):</p> <ul style="list-style-type: none"> • Partnerships within current sport policy <p>Sample activities:</p> <ul style="list-style-type: none"> • 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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Sessions	Learning Outcome(s)	Session Activities
Session 9	LO2	Topic(s): <ul style="list-style-type: none">• Structure and funding within current sport policy Sample activities: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Assignment workshop Sample activities: <ul style="list-style-type: none">• Setting of Assignment 1 with an opportunity for Q&A• Students to plan assignment.• Students to start assignment.
Session 11	LO3	Topic(s): <ul style="list-style-type: none">• Sport as a political tool Sample activities: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Formative feedback for Assignment 1 Sample activities: <ul style="list-style-type: none">• One-to-one sessions with students who have drafts to show their class tutor



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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	Topic(s): <ul style="list-style-type: none">• Sport as a social and cultural tool Sample activities: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Sport as a social and cultural tool Sample activities: <ul style="list-style-type: none">• 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): <ul style="list-style-type: none">• Current mass participation models, strategies and policies Sample activities: <ul style="list-style-type: none">• 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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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Current elite sport models, strategies and policies <p>Sample activities:</p> <ul style="list-style-type: none"> 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	<p>Topic(s):</p> <ul style="list-style-type: none"> Linking mass participation and elite sport <p>Sample activities:</p> <ul style="list-style-type: none"> 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	<p>Topic(s):</p> <ul style="list-style-type: none"> Sport being used as a political, social and cultural tool and the impact on mass participation and elite sport models, strategies and policies <p>Sample activities:</p> <ul style="list-style-type: none"> 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	<p>Topic(s):</p> <ul style="list-style-type: none"> Assignment workshop <p>Sample activities:</p> <ul style="list-style-type: none"> Setting of Assignment 2 with an opportunity for Q&A Students to plan assignment. Students to start assignment.



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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO3 & LO4	Topic(s): <ul style="list-style-type: none">• Formative feedback for Assignment 2 and module evaluation Sample activities: <ul style="list-style-type: none">• One-to-one sessions with students who have drafts to show their class tutor• Module evaluation

