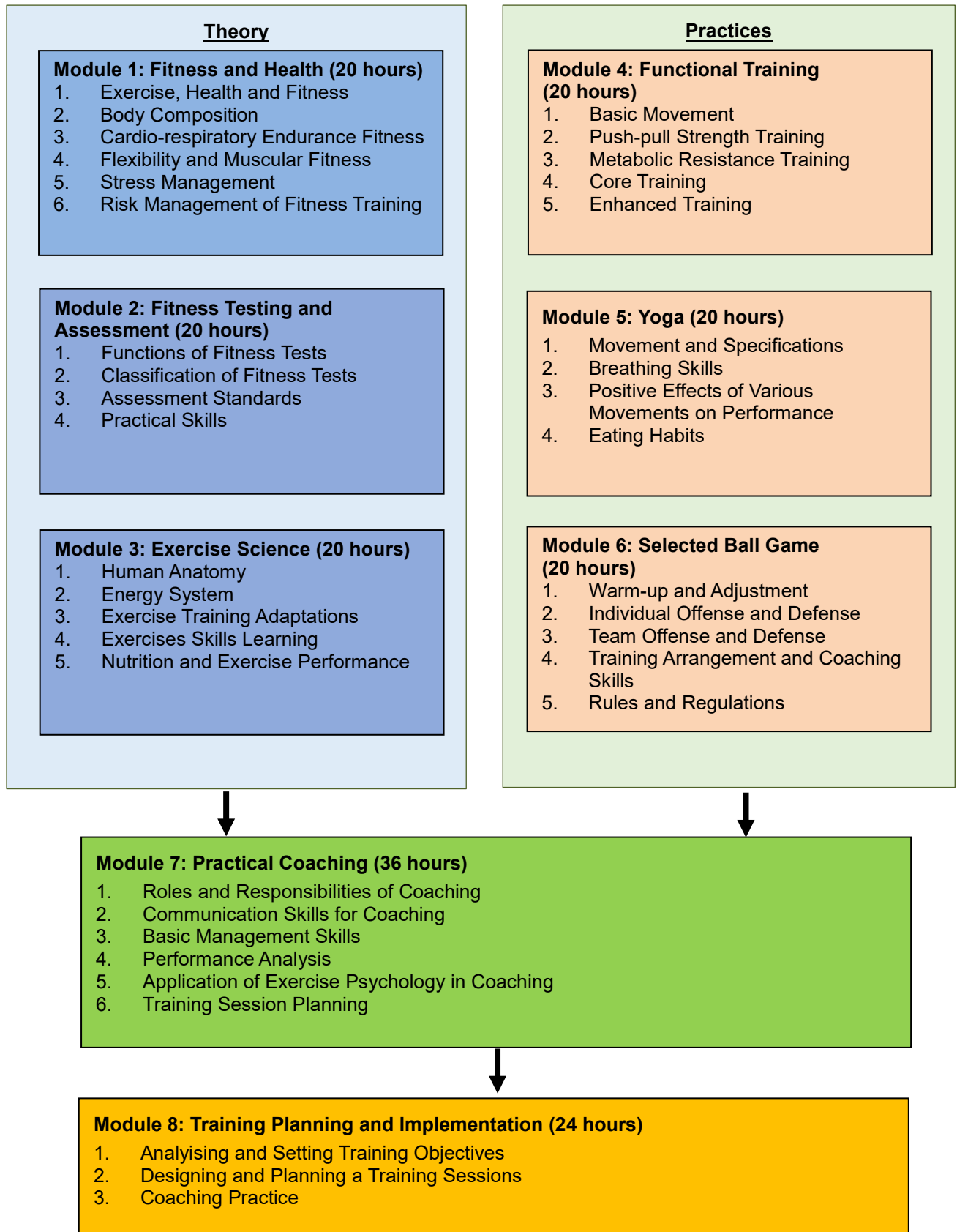


## Applied Learning

### 2024-26 Cohort; 2026 HKDSE

Item	Description
<b>1. Course Title</b>	Exercise and Fitness Coaching
<b>2. Course Provider</b>	Hong Kong College of Technology
<b>3. Area of Studies/ Course Cluster</b>	Applied Science/ Sports
<b>4. Medium of Instruction</b>	Chinese or English
<b>5. Learning Outcomes</b>	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>(i) explain the basic concepts of exercise science and fitness training, the importance of exercise and fitness to the society, and the benefits of regular exercise;</li> <li>(ii) illustrate the safety concerns and demonstrate a basic understanding of the work ethics in exercise and fitness coaching;</li> <li>(iii) demonstrate the basic training and communication skills in delivering exercise and fitness training activities;</li> <li>(iv) apply fitness testing and assessment skills in exercise and fitness training activities;</li> <li>(v) integrate knowledge and skills of exercise and fitness, and apply critical thinking and analytical skills to design appropriate exercise and fitness training activities;</li> <li>(vi) strengthen interpersonal and collaborative skills through implementing exercise and fitness training activities and practice; and</li> <li>(vii) enhance self-understanding and explore directions on further studies and career pursuits.</li> </ul>

## 6. Curriculum Map – Organisation and Structure



## 7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

### Possible further study and career pathways

#### **Further studies**

- e.g. courses related to sports, recreation and leisure management, sports studies, fitness and health

#### **Career development**

- e.g. sports coaches, fitness instructors, sports event officers, sports executives, recreation and sports facilities managers

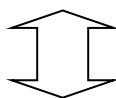
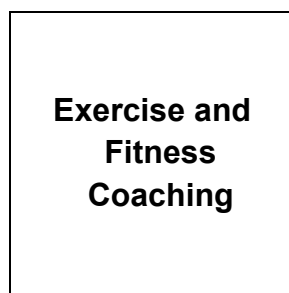
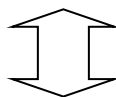
### Complementarity with core subjects and other elective subjects

#### **Enhancing and enriching**, e.g.

- students taking **Physical Education** may apply the knowledge of exercise science and fitness to design and implement a fitness training class in the practical
- students taking **Health Management and Social Care** may apply the knowledge of fitness and health, sports development to promote the concept of healthy living to community

#### **Expanding horizons**, e.g.

- students taking **Chinese History** gain exposure and diversify their learning experiences through interviews with sports coaches and on-site practicum



### Relations with other areas of studies/ courses of Applied Learning

e.g.

#### **Applied Science**

- apply the knowledge of psychology to understand how to motivate the participants in exercise training
- apply the knowledge of nutrition to understand how to enhance fitness and performance of athletes

### Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – written and verbal communication
- **Physical Education** – motor learning, food and nutrition
- **Science Education** – basic human physiology

## **8. Learning and Teaching**

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in exercise and fitness coaching.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on the theories of fitness and health, exercise science, and coaching) and eye-opening opportunities to experience the complexity of the context (e.g. visit to organisations related to the trade and experience sharing by industry practitioners to have a better understanding of the latest development and trends of the sports industry).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. practical sessions on exercise training and fitness testing and assessment enable students to have a better understanding of the basic concept of exercise science and fitness training; applying the knowledge to planning and implementation of exercise and fitness training; industry practitioners introducing pathways for further studies and career development).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. integrate the knowledge of fitness and health, exercise science, and coaching to plan and implement appropriate exercise and fitness training activities for different populations).

## 9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

### (i) Career-related Competencies

- identify the roles, importance and impacts of exercise and fitness in our society;
- apply the basic concept of exercise science to exercise and fitness training; and
- analyse the development trends of the sports industry and identify opportunities for further studies and career development.

### (ii) Foundation Skills

- demonstrate the ability to present ideas and relevant information in preparing the exercise and fitness training proposals;
- demonstrate the communication skills in coaching through explaining and demonstrating exercise and fitness training skills; and
- apply mathematical skills to calculate and interpret the body composition and weight control, and results of fitness tests and assessments.

### (iii) Thinking Skills

- analyse the results of fitness tests and assessments, and provide suggestions on the related fitness training;
- work out the issues related to coaching ethics and profession by critical thinking skills; and
- apply problem-solving skills to design and implement appropriate exercise and fitness training activities.

### (iv) People Skills

- apply self-management skills to plan and implement exercise and fitness training activities;
- demonstrate interpersonal skills when dealing with conflict situations among team members in group activities; and
- work collaboratively with other team members in planning, presenting and implementing exercise and fitness training activities.

### (v) Values and Attitudes

- understand the roles, responsibilities and work ethics of coaching, and implement exercise and fitness training activities responsibly and professionally;
- develop the safety concerns for implementing exercise and fitness training; and
- demonstrate motivation for learning during participation in different exercise and fitness skills training.