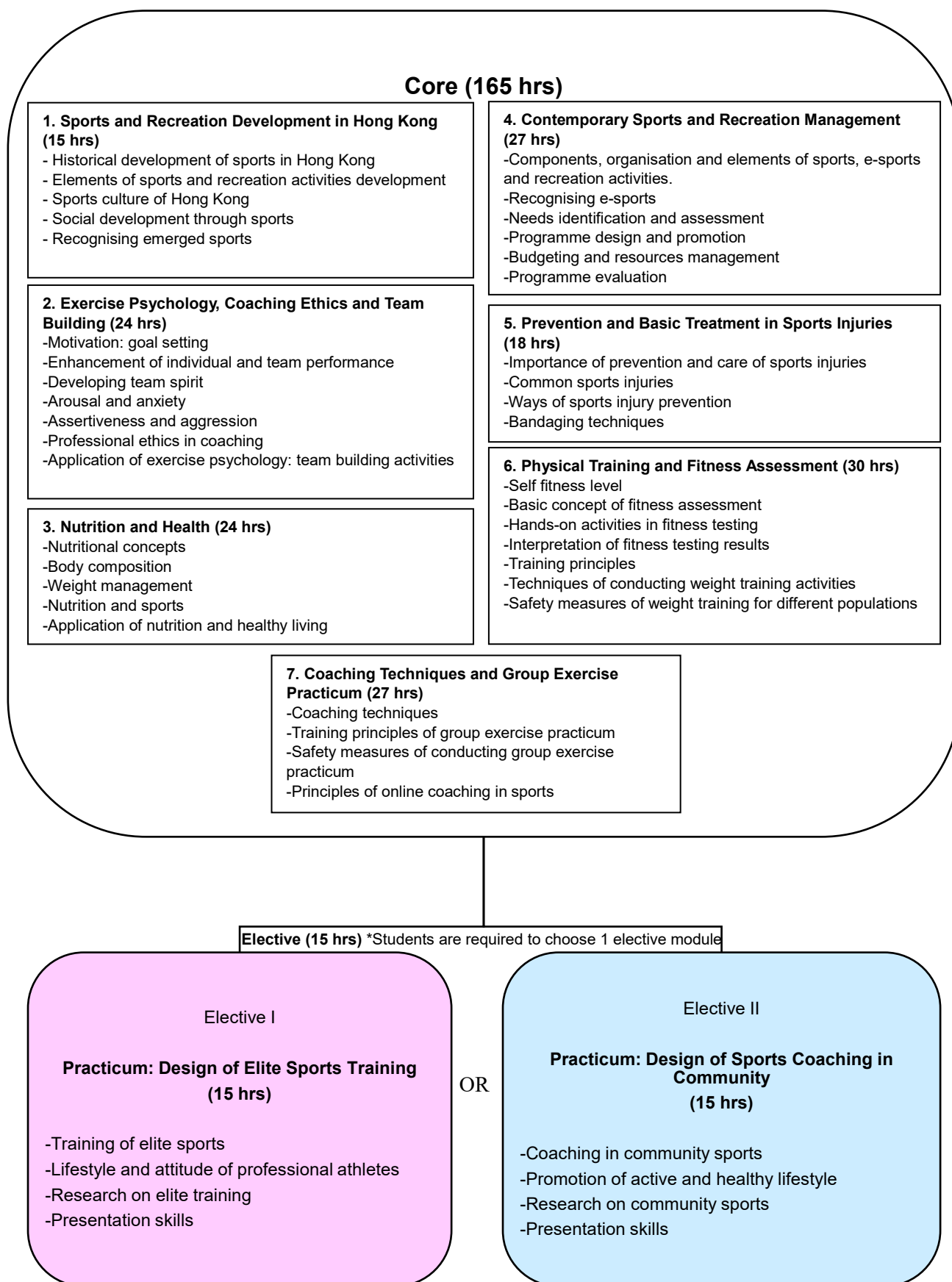


## Applied Learning

### 2024-26 Cohort; 2026 HKDSE

Item	Description
<b>1. Course Title</b>	Exercise Science and Health Fitness
<b>2. Course Provider</b>	School of Continuing Education, Hong Kong Baptist University
<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) describe the basic concepts of exercise science and health fitness;</li> <li>(ii) design and conduct simple and appropriate physical wellness activities according to the needs of individuals and groups;</li> <li>(iii) demonstrate a proper attitude towards the benefits of physical activities and an awareness of the importance of promoting health fitness in modern society;</li> <li>(iv) apply the principles of exercise science and health fitness to enhance their own and others' exercise performance;</li> <li>(v) demonstrate basic coaching and communication skills required in exercise instruction;</li> <li>(vi) demonstrate confidence and self-motivation in learning and the ability to work individually and collaboratively; 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 science, sports coaching, physical education, recreation management

#### **Career development**

- e.g. sports coaches, fitness instructors, teachers/teaching assistants in Physical Education, sports executives, recreation facilities managers

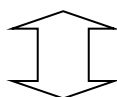
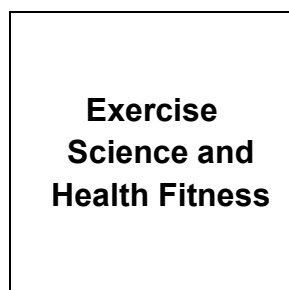
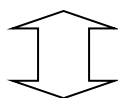
### Complementarity with core subjects and other elective subjects

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

- the study of exercise psychology enriches the knowledge of sports psychology in **Physical Education**
- the concepts of human structure in **Biology** can be applied in different types of sports activities

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

- students taking **Tourism and Hospitality Studies** gain exposure and diversified learning experiences through practicum and field visits



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

e.g.

#### **Business, Management and Law**

- the study of courses under the area of studies of **Business, Management and Law** can stimulate ideas for creating new business opportunities in the fitness industry

#### **Services**

- the study of courses under the area of studies of **Services** can equip students with people skills, which are essential in the service industry, and apply in leading sports activities

### Foundation knowledge developed in junior secondary education

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

- **Science Education** – fundamental scientific concepts, experiment design and laboratory techniques
- **Physical Education** – sports psychology, nutrition and diet

## **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 science and fitness field.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures, video shows, role plays, group discussion and presentation enable students to acquire foundation knowledge such as exercise psychology, coaching techniques and team building) and eye-opening opportunities to experience the complexity of the context (e.g. students enhance their understanding of the sports development in Hong Kong, management of fitness and recreation fitness, through field visits).

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. in the module “Physical Training and Fitness Assessment”, students conduct fitness tests, analyse test results and design fitness training activities for their classmates. Students also acquire knowledge and skills in coaching and team motivation through role plays and simulated exercises).

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. in the module “Coaching Techniques and Group Exercise Practicum, students are given the opportunity to lead group sports exercises and apply their knowledge and skills in coaching. When working on projects related to “Design of Elite Sports Training” or “sports Coaching in Community” in the Elective module, students have to collect and analyse the related information, discuss with their classmates and present their work).

## 9. Curriculum Pillars of Applied Learning

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

### (i) **Career-related Competencies**

- develop and apply knowledge and skills of exercise science and fitness training;
- identify the roles and functions of different body systems in exercises;
- recognise the profile and features of the fitness industry, and the role of fitness instructor; and
- plan, organise and lead physical activities for people with different needs.

### (ii) **Foundation Skills**

- develop communication and presentation skills through presenting ideas in different formats and tools (e.g. computer software, video and internet application);
- employ proper health and fitness language in physical wellness activities;
- improve fitness components using proper training methods;
- plan and lead fitness activities to a group of participants; and
- provide professional instruction for sports training programmes.

### (iii) **Thinking Skills**

- apply problem solving skills, decision making skills and creative thinking skills to design, plan and lead exercise science/fitness activities;
- apply analytical skills to design exercise activities for individuals with specific purpose of training; and
- provide solutions to solve personal fitness problems based on the fitness assessment results.

### (iv) **People Skills**

- employ effective communication skills for providing consultation to different customers;
- develop interpersonal, team work skills through interactions with teachers and classmates in group discussion, group presentation and micro teaching exercise;
- provide consultation to clients with different fitness status; and
- develop management skills in planning and leading fitness activities.

### (v) **Values and Attitudes**

- recognise the principles of the code of conduct related to the health and fitness industry;
- develop proper attitudes and willingness towards participating in health and fitness activities; and
- observe safety measures in conducting group exercise practicum.