

Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUCO47 – Maintaining personal health and well-being

Total contact tuition hours proposed: 60

Lecturer(s) responsible:

| Learning objectives | Lecture content | Suggested resources | Approx. hours |
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| Introductory session | <ul style="list-style-type: none"> College rules and regulations College mission statement VTCT (ITEC) rules and regulations Health & safety Timetable Dates – holidays etc. Syllabus Recommended books Uniform | <ul style="list-style-type: none"> Lecture Q&A Using all the documents listed to ensure the students understand the college expectations and their commitment to the course | |
| 1. Be able to maintain personal health and wellbeing | | | |
| Access sources of information on health and wellbeing | <ul style="list-style-type: none"> Internet NHS guidelines Government Libraries Television programmes Magazines | <ul style="list-style-type: none"> OHP/Whiteboard Lecture Q&A Homework Tests | 30 |
| State sources of information available on personal health and wellbeing | <ul style="list-style-type: none"> Internet NHS guidelines Libraries Television programmes | | |

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| | <ul style="list-style-type: none"> • Magazines | | |
| Describe the components that contribute to a balanced diet | <ul style="list-style-type: none"> • Fruit and vegetables • Fibre • Carbohydrates • Proteins • Effects of nutrients within the human body | | |
| Describe how nutrients are absorbed within the human body | <ul style="list-style-type: none"> • Process of absorption by the villi and lacteals contained in the small intestine | | |
| Describe the effects of nutrients on the human body | <ul style="list-style-type: none"> • Water intake • Carbohydrates and fats/lipids • Cholesterol • Protein and vitamins • Fibre | | |
| Compare own dietary intake with recommended daily intake | <ul style="list-style-type: none"> • Carbohydrates • Proteins • Fat • Salt intake • Water intake | | |
| Describe the influencing factors that affect food intake and choice | <ul style="list-style-type: none"> • Age • Food allergies • Pregnancy • Eating disorders • Cholesterol levels • Salt intake • Budgetary constraints • Cooking abilities • Time restrictions • Food preferences • Cultural and religious beliefs | | |
| State the principles of healthy eating choices | <ul style="list-style-type: none"> • Limit intake of salt, fat and sugar • Eat fruit daily for vitamins • Eat some fibre • Drink water | | |
| Describe how to interpret retail food labelling | <ul style="list-style-type: none"> • Food Labelling Regulations 1996 • Nutritional signposting | | |

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| | <ul style="list-style-type: none"> • Traffic light labelling • E-numbers • Label advice • Place of origin | | |
| Describe the considerations that need to be identified when looking at body image | <ul style="list-style-type: none"> • Posture • Weight • Body shape and type (endomorph, ectomorph, mesomorph) • Basic metabolic rate | | |
| Describe how lifestyle choices affect personal health and wellbeing | <ul style="list-style-type: none"> • Healthy eating • Fluid/water intake • Exercise • Posture • Smoking habits • Role of supplements • Work-life balance • Working environment • Shift patterns • Stress levels and ways of coping with stress • Sleep quality and patterns • Drug, alcohol and substance abuse | | |

| 2. Be able to monitor weight management | | | |
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| Evaluate weight management programmes | <ul style="list-style-type: none"> • Basal metabolic rate • Posture • Weight • Body shape and type (endomorph, ectomorph, mesomorph) • Body mass index | <ul style="list-style-type: none"> • OHP/Whiteboard • Lecture • Q&A • Homework • Tests | 30 |
| Explain the principles of figure analysis | <ul style="list-style-type: none"> • Using the measurements to decide the client's figure type: <ul style="list-style-type: none"> - Pear shaped - Top heavy - Apple - Hour-glass - Square - Body type (mesomorph, ectomorph, endomorph) | | |
| Describe how to identify and analyse good posture | <ul style="list-style-type: none"> • Visual • Plumb line • Muscle tone test | | |

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| Describe the effects of poor posture on the body | <ul style="list-style-type: none"> • Hereditary • Degenerative postural and figure faults e.g. Dowager's hump, round shoulders, winged scapulae, midriff bulge, protruding abdomen, hyper-extended knees, weight distribution, poor muscle tone • Spinal curvatures (kyphosis, lordosis, scoliosis) | | |
| Evaluate safe exercise methods | <ul style="list-style-type: none"> • Isotonic exercise • Isometric exercise • Aerobic exercise • Stretching • Yoga • Correct breathing | | |
| Explain the principles of safe exercise on the human body | <ul style="list-style-type: none"> • Warm up • Specific safety points • Number of repetitions • Frequency of performance • Cool down | | |
| Describe the benefits that regular activities have on fitness | <ul style="list-style-type: none"> • Weight management • Stress levels • Energy levels • Sleep patterns • Cardiovascular • Muscles • Joints | | |
| Describe how to measure and improve personal fitness | <ul style="list-style-type: none"> • Components of fitness (frequency, intensity, type, time, adherence) • Strength • Speed • Stamina • Power • Suppleness | | |
| Communicate and behave in a professional manner | <ul style="list-style-type: none"> • Being polite • Being honest • Speaking clearly • Listening attentively • Demonstrating positive body language and facial expressions • Following instructions • Recording • Presentation | | |

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| Follow safe and hygienic working practices | <ul style="list-style-type: none"> • Protecting client, self and colleagues • Sanitising tools and equipment • Disposing of waste safely | | |
| Outline safe and hygienic working practices | <ul style="list-style-type: none"> • Protecting client • Personal protection • Posture and standing position • Sanitisation of tools and equipment | | |

Document History

| Version | Issue Date | Changes | Role |
|---------|------------|-----------------|------------------------------|
| v1 | 30/09/2019 | First published | Qualifications Administrator |
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