

Next Generation Higher National Educator Guide

Higher National Diploma in Physical Activity and Health at SCQF level 8

Group award code GV1P 48

Valid from session 2024 to 2025

**Prototype educator guide for use in pilot delivery
only (version 0.1) September 2024**

This guide provides detailed information about the group award to ensure consistent and transparent assessment year on year.

This guide is for assessors and lecturers and contains all the mandatory information you need to deliver and assess the group award.

The information in this guide may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

This edition: September 2024 (version 0.1)

© Scottish Qualifications Authority 2024

Contents

Introduction	1
Purpose of the group award	1
Structure	3
Framework	3
Mandatory units	3
Restricted optional units	3
Optional units	4
Aims of the group award	5
General aims	5
Specific aims	5
Group award structure	6
Who is this group award for?	7
Recognising prior learning	9
Articulation and/or progression	9
Professional recognition	10
Transitional arrangements	10
Credit transfer arrangements	11
Meta-skills	12
Learning and teaching	13
Learning for Sustainability	17
Context	17
Learning for Sustainability in Next Generation Higher National Qualifications	18
Grading	20
How the group award meets employer needs	22
Approaches to delivery and assessment	69
Additional guidance on integrated or holistic assessment	69
Opportunities for e-assessment	70
Remediation and re-assessment in Next Generation Higher National Qualifications	70
Remediation	70
Re-assessment	70
Resource requirements	71
Information for centres	72
Equality and inclusion	72
Internal and external verification	72
Glossary	73
Information for learners	74
Administrative information	76
History of changes	76

Group award overview

Introduction

This guide:

- ◆ assists centres to implement, deliver and manage the group award
- ◆ provides a guide for new staff involved in offering the group award
- ◆ informs course managers, teaching staff, assessors, learners, employers and higher education institutions of the aims and purpose of the group award
- ◆ provides details about the range of learners that the group award is suitable for and the progression opportunities

Purpose of the group award

We chose the qualification title, Higher National Diploma (HND) in Physical Activity and Health, to reflect the changes in a society that has begun to understand the health, economic and social benefits of leading a healthy and active lifestyle. The qualification enables learners to build on previous knowledge, and supports entry into industry, with a wide range of employment opportunities both in Scotland and on a global scale.

Exercise practitioners support the delivery of physical activity, exercise and behaviour change for adults who are at high or higher risk of developing or living with one or more long-term conditions. Clients may also be sedentary, inactive (not meeting the Chief Medical Officer's physical activity recommendations) or needing support after a new diagnosis. There is an increase of people living with multiple long-term conditions and comorbidities, which has a significant impact on health and social care. The King's Fund predicts that there will be rising demand for the prevention and management of multi-morbidity rather than single diseases. The Richmond Group of Charities echoes this perspective.

The National Institute for Health and Care Excellence (NICE) recommends that people receive tailored behaviour change support for a year. We have integrated this into the HND to teach learners how to prevent and manage long-term conditions. These issues signal the need for physical activity and sport service provision to adapt to a changing landscape, with the workforce delivering the support and interventions needed to develop new or existing skills, to meet changing expectations and the increasingly complicated health needs of the population.

The mandatory units focus on the foundational knowledge for a variety of roles in the physical activity and health sector in which practitioners support clients on their journey towards more positive health behaviours. While the content of this qualification focuses on the exercise practitioner, we recognise the knowledge and skills are transferable and applicable to roles such as gym instructor and group exercise instructor, and also support learners who want to study further to become a personal trainer or work in exercise referral.

The units cover additional underpinning knowledge in:

- ◆ anatomy and physiology
- ◆ training principles for personal trainers
- ◆ health promotion and behaviour change
- ◆ nutrition
- ◆ working with clients with stable, managed long-term health conditions

Learners develop the necessary skills to become autonomous exercise practitioners, including developing a person-centred approach to clients, with a greater awareness of the importance of working within a multidisciplinary team to support clients on their physical activity pathway and positive health behaviour change. The restricted optional units allow centres to focus on one additional Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standard to support or maintain local partnership agreements and deliver an HND that meets the needs of employers and partners. The additional optional units support learners in developing a wider range of knowledge and skills to transition to further study or move into employment.

This qualification promotes a digital by design approach and incorporates the development of meta-skills, academic skills, and industry- or sector-specific knowledge around health and physical activity, to equip learners for future employment or further study.

Draft

Structure

HNDs are designed at SCQF level 8 and consist of 120 SCQF credit points. HNDs must incorporate at least 80 credit points (10 SQA credits) at SCQF level 8.

Framework

HND Physical Activity and Health is made up of the following four mandatory units, one restricted optional unit and the remaining credits from the optional units to reach 15 credits.

Mandatory units

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CD 48	Research in Sport, Physical Activity and Health	2	16	8

Professional Development Award (PDA) in Personal Trainer — Group Award code: GV29 48

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CB 48	Exercise Practitioner 2	3	24	8
J7C6 48	Training Principles for Personal Trainers	2	16	8

PDA in Management of Long-Term Health Conditions for Exercise Practitioners — Group Award code: GV24 48

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	4	32	8

Restricted optional units (maximum 2 credits)

PDA in Sport and Physical Activity for Children — GV26 48

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CE 48	Sport and Physical Activity for Children	2	16	8

PDA in Physical Activity for Antenatal and Postnatal Clients — GV25 48

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CP 48	Physical Activity for Antenatal and Postnatal Clients	2	16	8

PDA in Strength and Conditioning Trainer — GV27 48

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CN 48	Strength and Conditioning Trainer	2	16	8

To achieve the PDA in Strength and Conditioning Trainer, learners must also successfully complete Strength and Conditioning 1 from the optional section in either HNC or HND Physical Activity and Health.

PDA in Working Inclusively with Participants with Disabilities — GV28 48

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CR 48	Working Inclusively with Participants with Disabilities	2	16	8

Optional units (2 credits)

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J7CY 48	Applied Nutrition for Sport, Physical Activity and Health	2	16	8
J6EG 47	Flexibility Training	1	8	7
J6EE 47	Psychology of Physical Activity	1	8	7
J6EF 48	Organising and Delivering a Physical Activity or Health Event	1	8	7
J82R 47	Research Skills	1	8	7
J6ED 47	Strength and Conditioning 1	1	8	7

The mandatory units consist of 88 credit points (11 SQA credits) at SCQF level 8. You must ensure learners complete an additional 32 credit points (4 SQA credits) to achieve the HND. These should consist of one unit from the restricted optional section (2 SQA credits) and the remainder from the optional section (2 SQA credits).

Aims of the group award

Physical activity is an essential feature of our physical and mental well-being. It also has social and societal benefits, which are becoming increasingly recognised by, and integrated in, public health policy. Greater demand is being placed on the industry to have an appropriately knowledgeable, skilled and adaptable workforce. HND Physical Activity and Health recognises the importance of developing a dynamic workforce that can engage with a range of clients, with a diverse range of needs, including working with clients with stable, managed long-term health conditions.

Therefore, HND Physical Activity and Health aims to address these needs and broaden the range of services learners can provide when they complete the qualification. This includes building on existing pathways into the physical activity and health industry. We have extended the qualification's reach into public health through [A More Active Scotland: Scotland's Physical Activity Delivery Plan](#) and the [World Health Organization's global action plan on physical activity 2018–2030](#).

The qualification aims to generate a network of knowledgeable and skilled practitioners who can draw on meta-skills to adapt to the needs of their employers, industries and clients.

General aims

The general aims of this qualification are for learners to:

- 1 Develop critical and evaluative thinking and the ability to manage and absorb large amounts of information.
- 2 Develop problem solving.
- 3 Develop self-directed and self-reflective learning.
- 4 Develop the ability to be flexible and to work co-operatively in a team structure.
- 5 Develop transferable skills, such as study and research skills, presentation techniques, and personal effectiveness.
- 6 Enable progression in the SCQF, including progression to higher education.
- 7 Have opportunities for career planning and enhancing their employment prospects.
- 8 Develop their meta-skills profile.

Specific aims

The specific aims of this qualification are for learners to:

- 1 Develop a sound understanding of the role physical activity plays in contemporary society and its positive impact on health and well-being.
- 2 Increase their awareness of legislative changes and government initiatives in the area of physical activity and public health.
- 3 Develop skills to efficiently analyse a client's needs. Adapt and modify guidance to motivate a broad range of clients with different needs to positively change their behaviour in different types of environments, over a period of time sufficient to show lifestyle, health and fitness improvements. Provide specialist, tailored advice within their scope of practice.

- 4 Develop an inclusive, person-centred approach to devise and appropriately review an action plan that takes account of functional and other biopsychosocial capabilities and limitations, and the level of risk associated with physical activity.
- 5 Deliver and adapt physical activity and exercise programmes based on an individual assessment of the client. Monitor the client's progress during physical activity and exercise sessions, knowing when to consult with relevant professionals for specialist information and guidance, or refer to other health and well-being services that may contribute to further improvements in their health.
- 6 Understand the importance of the client's care-givers, family and friends, or partner on the progress and engagement of the client and seek to develop a productive relationship as appropriate.
- 7 Understand the importance of building strong relationships with health practitioners and stakeholders, including social care and the community sector, through partnership working to ensure care pathways are joined up, allowing for appropriate communication and information exchange to contribute to a positive client experience.
- 8 Use credible, up-to-date national resources and guidance to inform their scope of practice.
- 9 Develop a comprehensive understanding of business, finance, sales, marketing, legislative changes and government initiatives in the physical activity and public health sector.
- 10 Develop working practices to the current accepted professional standards for Personal Trainer Practitioner and Working with People with Long-Term Health Conditions.

Group award structure

Group award code: GV1P 48 (120 SCQF credit points)

HND Physical Activity and Health has been designed to meet the NextGen: HN Design Principles. It has four mandatory units (88 SCQF credit points) and one restricted optional unit (16 SCQF credit points) with a further 2 SQA credits from the remaining optional units (16 SCQF credit points).

The following CIMSPA Professional Standards are embedded:

Mandatory units

- ◆ Personal Trainer Practitioner
- ◆ Working with People with Long-Term Health Conditions

Restricted optional units

- ◆ Working Inclusively (Working with Disabled People)
- ◆ Working with Antenatal and Postnatal Clients
- ◆ Working with Children
- ◆ Strength and Conditioning Trainer

This award is jointly certificated with SportScotland and CIMSPA.

Who is this group award for?

This qualification is for learners who want to further develop their knowledge and skills to gain employment in the physical activity and health sector or progress to university. It offers an opportunity to gain a further understanding of the key concepts of working in more specialised areas of the physical activity and health sector to support clients to become more active and improve their health. Learners develop their knowledge and skills through subject knowledge, working in a practical setting, and developing a range of core, essential and transferable skills, including academic skills.

Centres must ensure learners are at least 16 years old before the course start date due to student public liability insurance requirements. You should note that 16- to 18-year-olds may need to be supervised in the workplace once they have achieved the qualification.

Draft

Recommended entry	Progression
<p>Entry to this group award is at the discretion of your centre.</p> <p>Learners would benefit from having attained the skills, knowledge, and understanding required by one or more of the following or equivalent qualifications and/or experience:</p> <ul style="list-style-type: none"> ◆ HNC Physical Activity and Health ◆ HNC Fitness, Health and Exercise 	<p>Learners can progress to:</p> <ul style="list-style-type: none"> ◆ other qualifications in physical activity and health or related areas ◆ further study, employment and/or training ◆ different articulation pathways to undergraduate degree programmes in universities. Learners can progress to further study, often directly to degree programmes (with some advanced entry depending on local agreements) in subjects such as: <ul style="list-style-type: none"> — Sport and Physical Activity and Health — Physical Activity and Health — Sport and Exercise Science — Strength and Conditioning — Food Nutrition and Human Health — Sport Studies and Development ◆ employment in the physical activity and health industry. The following are examples of some occupational areas: <ul style="list-style-type: none"> — personal trainer practitioner — community activator — social prescriber link worker — health champion — health coach or trainer — strength and conditioning trainer — specialist exercise instructor in working with children, working with people with disabilities, antenatal and postnatal exercise instructor <p>These job roles or titles may not be consistent across the UK.</p> <p>Learners must complete all 15 SQA credits to aid progression opportunities.</p>

Recognising prior learning

SQA recognises that learners gain knowledge and skills through formal, non-formal, and informal learning contexts.

It is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

You can find more information and guidance about the recognition of prior learning on [SQA's website](#).

Articulation and/or progression

Learners who complete HND Physical Activity and Health can articulate into advanced entry university degree programmes (depending on local agreements) in the following subject areas:

- ◆ Sport and Physical Activity and Health
- ◆ Physical Activity and Health
- ◆ Sport and Exercise Science
- ◆ Strength and Conditioning
- ◆ Food Nutrition and Human Health
- ◆ Sport Studies
- ◆ Sport Development

Learners can also progress into industry and continue to develop their knowledge and skills in a range of specialisms including:

- ◆ strength and balance or postural stability instructor
- ◆ low back pain specialist instructor
- ◆ British Association for Cardiovascular Prevention and Rehabilitation (BACPR) cardiac specialist instructor
- ◆ cancer rehabilitation specialist instructor
- ◆ obesity and weight management specialist instructor
- ◆ UK Strength and Conditioning Association (UKSCA) Accredited Strength and Conditioning Coach
- ◆ mental health or dementia specialist instructor

Learners would benefit from gaining a formally recognised first aid at work qualification.

Professional recognition

The HND in Physical Activity and Health will be mapped to the following Professional Standards on the CIMSPA standards framework:

CIMSPA Professional Standards in mandatory units

- ◆ Personal Trainer Practitioner
- ◆ Working with People with Long-Term Health Conditions

CIMSPA Professional Standards in restricted optional units

- ◆ Working Inclusively (Working with Disabled People)
- ◆ Working with Antenatal and Postnatal Clients
- ◆ Working with Children
- ◆ Strength and Conditioning Trainer (in conjunction with Strength and Conditioning 1)

Learners can gain a Professional Development Award (PDA) in Strength and Conditioning Trainer as part of HND Physical Activity and Health. If they successfully complete the Strength and Conditioning Trainer unit alongside the optional unit Strength and Conditioning 1 at SCQF level 7, they can register with CIMSPA for the Strength and Conditioning Trainer professional standard.

CIMSPA employer partners recognise the value in endorsed qualifications as they meet industry standards and therefore provide confidence to the sector that learners are arriving with the required knowledge and skills.

HND Physical Activity and Health is also a gateway qualification to lifelong learning and a long-standing career in the industry. Learners can progress to 'professional' or 'chartered' status as they continue to build on their qualification with continuing professional development (CPD) and their experience in employment.

UKSCA recognition

Learners may be accredited the full Level 3 Diploma for Strength and Conditioning Trainer award from the UKSCA if they meet the evidence requirements of the PDA in Strength and Conditioning Trainer, UKSCA registration costs and UKSCA assessor criteria, including:

- ◆ assessor fees (formative assessment/support built in)
- ◆ registration and certification fees
- ◆ UKSCA membership for one year and associated benefits
- ◆ student learning manual
- ◆ access to the e-learning resources

Transitional arrangements

HND Physical Activity and Health is a stand-alone qualification. Learners who have successfully completed either HNC Fitness, Health and Exercise or HNC Physical Activity and Health can progress to it.

Credit transfer arrangements

Centres can make decisions about transferring credits. They can transfer credits if the subject-related content of the units is broadly equivalent. Centres should consider the currency of a learner's achievement before transferring credit.

Draft

Meta-skills

Meta-skills are higher-order skills that support the development of other skills and promote success in any context. They enable learners to respond to professional challenges and opportunities by reflecting on, developing, applying and adapting industry skills and sector knowledge.

Our new Higher National Qualifications are developed with meta-skills at their core. Meta-skills complement the industry and sector-specific content of the qualifications. They provide a framework for learners to complete personal development aligned to professional practices.

Throughout the qualifications, learners develop meta-skills while studying industry and sector-specific content. You can integrate meta-skills into contextualised teaching activities and include them in integrated and holistic assessment approaches.

The 21st century skills and meta-skills learning, teaching and assessment model focuses on how we can use skills to respond to societal, economic and industry drivers and change. Meta-skills frameworks vary, but they share an approach that emphasises individualistic, context-based skills development with reflective practice and localised definitions.

Skills Development Scotland developed a model of meta-skills in response to the concept of Industry 4.0 (or the ‘fourth industrial revolution’). In this model, they identify 12 meta-skills that help learners adapt to changes to industry, job roles and society, expected as a result of technological advances and global trends. Developing these meta-skills supports learners as they prepare for a constantly evolving future.

The 12 meta-skills are grouped into three categories: self-management, social intelligence and innovation.

Self-management	Social intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense-making
Initiative	Leading	Critical thinking

Adapted from: [Skills 4.0: a skills model to drive Scotland's future](#), Centre for Work-based Learning in Scotland, (2018).

You should:

- ◆ make learners aware that meta-skills are generic and transferable across many different contexts
- ◆ support learners to focus on the meta-skills that they find most relevant by encouraging an individualised, active learning approach that relates to the industry and sector contexts of the qualification
- ◆ help learners to understand key meta-skills for their industry or sector and any other personally important meta-skills, and set development goals for these
- ◆ encourage learners to focus on reflective practice

None of the meta-skills are mandatory.

Learning and teaching

You can introduce meta-skills to learners as tools they can use in response to real-world challenges and opportunities. At SCQF level 8, you should use terminology from the Skills 4.0 model, but it is important that you develop a shared understanding with learners about meta-skills and what they mean to them, both individually and in the context of coursework, projects and sectors.

You should embed meta-skills in learning and project tasks as a context for planning, practice, and reflection. You should encourage learners to be self-aware, set active goals and monitor their progress.

The process of developing meta-skills is not linear and you should make learners active participants in their learning. At the start of the process, you should introduce meta-skills to learners and explore the concept of self-assessment with them. You should set goals and make development and evaluation plans together. The process should become cyclical, with reflective practice informing new self-awareness, goal setting and review.

Many traditional learning and teaching activities used to develop industry or sector-specific skills, knowledge and understanding also support the development of meta-skills. You can map these in course materials and resources and during learning.

Self-management

- ◆ Focusing — learners need to sort and process information into a narrative to understand the relationship between exercise, health behaviours and well-being. You should ensure there are suitable reading materials and sources available to encourage learners to read and think about strategies, theories and evidence-based practice that supports effective behaviour change in clients. Sources help them to make decisions about what is valuable information and what is misinformation. Any activity that requires learners to read and discuss research supports development of this meta-skill.
- ◆ Integrity — learners can take part in discussions on the importance of integrity in their scope of practice as an exercise practitioner. Building positive relationships and demonstrating a good code of conduct is vital in the physical activity and health sector. You can encourage learners to act in an ethical way when they produce assessments or work with clients. Developing the academic skill of citing and referencing for assessments

supports the development of this meta-skill, as does discussing scope of practice and maintaining professional boundaries.

- ◆ Adapting — learners develop new knowledge and skills in each unit, as well as using different technologies and digital means of communicating or carrying out assessments. Working through a virtual learning environment (VLE) can support development here. You can ask learners to reflect on their performance in particular meta-skills to support improvements in their approach to the development of meta-skills across all units. They should put some focus on being adaptive when working with clients, and allowing for adaptations to be made to the preset plan to encourage and motivate clients.
- ◆ Initiative — learners require high levels of initiative to work autonomously in the physical activity and health sector. You should expose them to learning situations that develop this as early as possible. This supports development of decision making and critical thinking to successfully motivate and work with clients. Learners can read and interpret theories, and research evidence-based practice to support their development to become effective practitioners and make decisions on the best approach. You should task learners with situations in which they can use initiative to make informed choices and understand that a one-size-fits-all approach is not best practice for keeping clients engaged.

Social intelligence

- ◆ Communicating — learners need to develop a wide range of communication skills including active listening, verbal and non-verbal communication, and reading and interpreting body language. Learners need to be able to actively listen to clients as part of the consultation, and process information to plan safe and effective exercise sessions. As part of the learning process, you can encourage learners to develop their communication skills through simulated role play in an exercise environment, including mock consultations and formative practical assessments.
- ◆ Collaborating — learners can collaborate in various ways, including group work as part of unit delivery or in an exercise setting. Small group tasks in which learners can choose to collaborate on certain elements to achieve a goal can allow them to focus and develop their skills.
- ◆ Feeling — learners need to show empathy when working with clients who have diverse needs or limited function. You should provide information and introduce scenarios that prepare learners to understand and anticipate factors that may unintentionally cause issues when working with a broad range of clients.
- ◆ Leading — learners can be given responsibility to lead in an exercise setting or take the lead as part of a formative task, encouraging them to take account of others, sharing information in a useful way. Learners can lead on a small aspect of knowledge and bring this to the group to form a cohesive understanding.

Innovation

- ◆ Curiosity — encourage learners to gather information independently and carry out research on working with a broad range of clients. You could demonstrate tools such as Google Books and Google Scholar and allow for library research time. You can facilitate class discussion and debates to encourage learners to question assumptions, ideas, information and research.
- ◆ Creativity — learners can produce detailed session plans, posterboards and digital artefacts to enhance explanations and analysis points in an oral presentation. They can

show creativity in producing materials for research investigation tasks and communicating lifestyle messages to clients.

- ◆ Sense-making — learners can gain an understanding of why people choose specific health behaviours and how this impacts health and well-being. You should ask learners to evaluate the range of ideas discussed in class or as part of their research. You can ask them to provide a presentation to peers on a topic, with an explanation of how current research influences decisions on planning an exercise intervention or can support clients in making positive health behaviour changes.
- ◆ Critical thinking — learners can apply a variety of training methods or use sources of information in a discussion to draw overall conclusions on how these have been implemented when working with a client and reflect on their success and failure.

Meta-skills are central to successfully engaging with and completing assignments and projects. You should encourage learners to plan how they will use and develop meta-skills in their coursework and to reflect on their success and future goals.

In HND Physical Activity and Health, the common meta-skills outcome is in Exercise Practitioner 2 (project unit). This forms part of the PDA in Personal Training. Learners can plan how they will use and develop their meta-skills as part of their portfolio for working with clients. You should emphasise the importance of effective planning as this will help learners to complete activities and assessments on time. Creating an assessment schedule across the whole course can support learners' planning skills. You can have a discussion on the best ways to make time for studying, read over class notes and presentations, and carry out research and internet searches, to help learners focus on the specific activities required for success. The meta-skills of focusing, adapting and initiative are key to planning activities or assessment. Higher education institutes have websites that give advice on how to create a useful study plan, with some also supplying templates.

Learners may approach the meta-skills outcome in a variety of ways, and we encourage this as self-reflection and development forms a key part of the qualification to allow learners to build their own path into employment and become confident, autonomous practitioners.

The role of the coach, mentor or facilitator is key to help learners understand, develop and reflect on their own meta-skills and those central to course activities, assessment projects and their target industry or sector. You and any employer partners or guest speakers could guide learners by taking on a coaching and mentoring role.

In this role, you should introduce learners to the fundamentals of reflective practice. You could use several models of reflective practice. You do not need to use a theoretical perspective. Any reference to these models should support learners' understanding of the nature and value of reflective practice in self-understanding and making change.

Introducing reflective practice can support your learners' personal development and goal setting. Frequent formative peer-to-peer, assessor, client (if appropriate) and group reflection activity can support learners through reflective practice.

Learners can focus on any meta-skills appropriate to them and their context. However, learning and teaching should also facilitate individual development. Learners have individual strengths and areas for development and they do not have to reach a particular level in

relation to meta-skills. Coursework and projects provide the context for development appropriate to the SCQF level. Within these contexts, the process of development is important. You should create a clear learning plan with each learner to provide evidence of their development.

You can create descriptions of abilities and skills that relate to meta-skills with your learners. These can come from self-profiling, exploring the industry and sector, and discussion with peers and employers. You should consider the meta-skills needed to complete coursework and meet personal goals to set a context for reflection.

Exploring learning and working styles, personality traits and preferences, personal profiling and self-assessment tools can help learners to develop an understanding of their strengths and areas for development.

You can use case studies and scenario-based activities to demonstrate the value of meta-skills and how they can be applied. You can provide opportunities for peer reflection. A group of learners could share experiences and reflections about how to apply meta-skills in the context of their coursework. You could adopt the role of facilitator to draw learners' attention to situations where meta-skills were or could have been applied.

Reflective discussions can focus on how and where meta-skills are being developed. Your discussions with learners could include positive recognition and guidance on future development based on previous performance. As learners progress, you could introduce industry content that requires skills like problem recognition and problem solving, both of which combine multiple meta-skills.

You can deliver the knowledge and skills for practical aspects of projects in sequence. However, learners benefit from learning and teaching that integrates meta-skills with project planning and development. This approach supports learners to engage in reflective practice throughout the project and develops their self-awareness and an appreciation for continuous learning. It also maximises your opportunities to support, coach and mentor learners through their projects.

Learning for Sustainability

Context

The United Nations (UN) 2030 Agenda for Sustainable Development, adopted by the UK in 2015, has shaped the development of internal and national sustainability policy. It sets out the UN [Sustainable Development Goals](#) (SDGs), which are central to the Scottish Government's [National Performance Framework](#). Learning for Sustainability (LfS) is a commitment to embedding the SDGs in Scottish education.

In line with this, SQA is committed to incorporating the skills, knowledge, understanding and values of LfS within all new and revised qualifications.

LfS combines:

- ◆ education for sustainable development (ESD)
- ◆ global citizenship
- ◆ outdoor learning

ESD is the internationally used term for sustainability education. LfS has a broader remit; however, the terms are largely interchangeable. ESD tends to be used by colleges and universities, while LfS is usually used in schools. Both focus on a broad range of social, economic and environmental themes and approaches across all levels of education. SQA uses LfS as an umbrella term.

LfS is designed to nurture a generation of learners who know the value of the natural world and are committed to the principles of social justice, human rights, global citizenship, democratic participation and living within the ecological limits of the planet. It aims to respond to global challenges by developing learners' skills, knowledge, understanding and values relating to sustainability so they can interact with the world in a socially responsible way.

LfS is more than the sum of its parts; it is about building learners' capacity to deal with the unpredictable challenges facing our rapidly changing world. It encourages transformational change through learning, by which learners are able to critically analyse, communicate and collaborate on complex social, environmental and economic challenges. This gives learners increased confidence, opportunities to develop a range of meta-skills, and enhanced motivation and readiness to learn.

Learning for Sustainability in Next Generation Higher National Qualifications

Next Generation Higher National (NextGen: HN) qualifications have been developed with sustainability as a core component.

All NextGen: HN learners should exit their qualification with:

- ◆ a general understanding of sustainability and the SDGs
- ◆ an understanding of subject-specific sustainability issues, how these relate to the SDGs, and potential improvements
- ◆ the confidence to apply their knowledge and skills in the next stage of their lives

Central to these aims is a need for familiarity with both the SDGs and the concept of sustainability (which is the need to ensure a balance between economic growth, environmental stewardship and social well-being). Knowledge and understanding of current industry practices and behaviours, and consideration of how these could be made more sustainable and contribute towards the SDGs, are integral in developing young people to be responsible and empowered citizens who are able to contribute to building a socially just, sustainable and equitable society.

With this in mind, sustainability is embedded as an outcome in Exercise Practitioner 2.

By completing this outcome, learners develop skills, including the abilities to:

- ◆ assess their own knowledge and understanding of sustainability and the SDGs
- ◆ review unit content against the SDGs to identify a sustainability-related issue
- ◆ apply knowledge and understanding of sustainability and the SDGs to propose improvements

Any of the SDGs can be covered; there are none that are mandatory.

You can find out more about physical activity and the SDGs in the [World Health Organization's global action plan on physical activity 2018–2030](#).

Resources to support Learning for Sustainability teaching

- ◆ Education Scotland information and resources. Available at: <https://education.gov.scot/resources/a-summary-of-learning-for-sustainability-resources/> (accessed 9 July 2024).
- ◆ The General Teaching Council Scotland (GTCS) has launched a Learning for Sustainability Hub, designed to help teachers and lecturers to explore Learning for Sustainability and how it relates to the Professional Standards for Scotland's Teachers/Lecturers. Available at: [Learning for sustainability \(gtcs.org.uk\)](https://www.gtcs.org.uk/learning-for-sustainability) (accessed 22 July 2024).
- ◆ GTCS Hub materials include a series of self-directed Professional Learning modules to explore Learning for Sustainability. The first module, to be followed by two later in 2022, is now available. It introduces Learning for Sustainability and will help you to understand the nature of and context for Learning for Sustainability in Scotland and globally. Available at: [Making learning for sustainability part of my teaching \(gtcs.org.uk\)](https://www.gtcs.org.uk/making-learning-for-sustainability-part-of-my-teaching) (accessed 22 July 2024).
- ◆ Learning for Sustainability Scotland. Scotland's United Nations University-recognised Centre of Expertise on Education for Sustainable Development. Available at: <https://learningforsustainabilityscotland.org/> (accessed 9 July 2024).
- ◆ Scottish Government's Learning for Sustainability Action Plan. Available at: <https://www.gov.scot/publications/learning-for-sustainability-vision-2030-action-plan/> (accessed 9 July 2024).
- ◆ United Nations SDGs. Click on a goal for further information on each one at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> (accessed 9 July 2024).
- ◆ [World Health Organization's global action plan on physical activity 2018–2030](https://www.who.int/action-plan) (accessed 22 July 2024).

Grading

Please see the Grading Pack for this qualification for more information on grading.

Learners who pass NextGen: HN qualifications receive one of the following grade outcomes for the qualification as a whole:

- ◆ Achieved with Distinction
- ◆ Achieved with Merit
- ◆ Achieved

You assess and judge each learner's performance across the key aspects of the group award to determine their whole qualification grade. You must align judgements with the whole qualification grade descriptors, which are:

Achieved with Distinction

This candidate consistently demonstrates outstanding knowledge, understanding and application of skills. Thinking and working independently to an exceptional standard, they apply excellent judgement and creative problem-solving skills. They achieve or exceed agreed aims by confidently applying an extensive range of meta-skills and working very effectively with colleagues and peers.

Achieved with Merit

This candidate demonstrates an excellent level of knowledge, understanding and application of skills. Thinking and working independently to a high standard, they demonstrate good judgement and effective problem-solving skills. They achieve agreed aims by applying a broad range of meta-skills and working effectively with colleagues and peers.

Achieved

This candidate demonstrates thorough knowledge, understanding and application of skills. They think and work independently and use their judgement to find solutions to problems. They achieve agreed aims by applying a range of meta-skills and working well with colleagues and peers.

Successful learners receive their grade, along with the grade descriptor text, on their commemorative certificate.

In addition, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole qualification grading.

You make judgements about learners' quality of assessment evidence using a grading matrix based on important criteria in the qualification.

Grading and meta-skills

Meta-skills are a key part of the NextGen: HN qualifications and learners develop them throughout the group award. Competence in individual meta-skills is not assessed or graded. For example, the qualification does not judge the quality of learners' feeling or creativity, or their specific progress in any given meta-skill. Rather, it is the process of development the

learner goes through that contributes to the whole qualification judgement. This means learners should provide evidence of planning, developing and reflecting on their meta-skills. The grading matrix includes criteria on meta-skills, which you should use to support this judgement. See the NextGen: HN Meta-skills, Outcome and Assessment Guidance document for support with assessing meta-skills.

Draft

How the group award meets employer needs

This group award is designed in collaboration with employers to meet the sector need. The following tables show how the group award can benefit employers by producing learners with the necessary skill set.

The first table shows how units map to the aims of the group award. The second table shows how the units map to National Occupational Standards and/or trade or professional body requirements. The third table shows the significant opportunities that the group award provides for learners to develop more generic skills and meta-skills. The final table shows the assessment strategy for the group award.

Draft

Mapping group award aims to units

General aims

Key: Aim is relevant to unit (X) Aim is not as relevant to unit (N/A)

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
J7CB 48	Exercise Practitioner 2	X	X	X	X	X	X	X	X
J7C6 48	Training Principles for Personal Trainers	X	X	N/A	X	X	X	X	X
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	X	X	X	X	X	X	X	X
J7CD 48	Research in Sport, Physical Activity and Health	X	N/A	N/A	N/A	X	X	N/A	X
J7CE 48	Sport and Physical Activity for Children	X	X	X	X	X	X	X	X
J7CP 48	Physical Activity for Antenatal and Postnatal clients	X	X	X	N/A	X	X	X	X
J7CN 48	Strength and Conditioning Trainer	X	X	X	X	X	X	X	X
J7CR 48	Working Inclusively with Participants with Disabilities	X	X	X	X	X	X	X	X
J7CY 48	Applied Nutrition for Sport, Physical Activity and Health	X	N/A	N/A	N/A	X	X	X	X
J6EG 47	Flexibility Training	X	N/A	N/A	N/A	N/A	X	X	X
J6EE 47	Psychology of Physical Activity	X	N/A	N/A	N/A	X	X	N/A	X
J6EF 48	Organising and Delivering a Physical Activity or Health Event	X	N/A	X	X	X	X	X	X
J82R47	Research Skills	X	X	N/A	N/A	X	X	N/A	X
J6ED 47	Strength and Conditioning 1	X	X	X	X	N/A	X	X	X

Specific aims

Key: Aim is relevant to unit (X) Aim is not as relevant to unit (N/A)

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J7CB 48	Exercise Practitioner 2	X	X	X	X	X	X	X	X	X	X
J7C6 48	Training Principles for Personal Trainers	X	X	X	X	N/A	X	X	X	X	X
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	X	X	X	X	X	X	X	X	X	X
J7CD 48	Research in Sport, Physical Activity and Health	X	X	N/A	N/A	N/A	N/A	N/A	X	X	N/A
J7CE 48	Sport and Physical Activity for Children	X	X	X	X	X	X	X	X	X	N/A
J7CP 48	Physical Activity for Antenatal and Postnatal Clients	X	X	X	X	X	X	X	X	X	N/A
J7CN 48	Strength and Conditioning Trainer	X	X	X	X	X	X	X	X	X	N/A
J7CR 48	Working Inclusively with Participants with Disabilities	X	X	X	X	X	X	X	X	X	N/A
J7CY 48	Applied Nutrition for Sport, Physical Activity and Health	X	X	X	N/A	N/A	N/A	X	X	X	N/A
J6EG 47	Flexibility Training	X	N/A	X	N/A	N/A	N/A	N/A	X	N/A	N/A
J6EE 47	Psychology of Physical Activity	X	N/A	N/A	N/A	N/A	N/A	X	X	N/A	N/A
J6EF 48	Organising and Delivering a Physical Activity or Health Event	X	N/A	N/A	N/A	N/A	N/A	N/A	X	X	N/A
J82R47	Research Skills	X	X	X	N/A	N/A	N/A	N/A	X	X	N/A
J6ED 47	Strength and Conditioning 1	X	X	X	X	N/A	X	N/A	N/A	X	N/A

Mapping National Occupational Standards (NOS) and/or trade or professional body requirements to units

CIMSPA

HND Physical Activity and Health and PDA in Personal Training has been mapped to the following Professional Standard for Personal Trainer Practitioner from CIMSPA.

1 Anatomy, physiology and kinesiology:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K1.1	Bones	TPPT: OC2, OC5	Exam	
K1.2	Joints	TPPT: OC5	Exam	
K1.3	Muscles	TPPT: OC5	Exam	
K1.4	Biological systems	TPPT: OC5	Exam	
K1.5	Energy systems	TPPT: OC5	Exam	
K1.6	Anatomical planes of movement	TP: OC1	Exam	Accreditation of Prior Learning from HNC (APL HNC)
K1.7	Anatomical terms of location	TP: OC1	Exam	APL HNC
K1.8	Applied biomechanics and kinesiology	TPPT: OC6	Performance/practical	
K1.9	Posture	TPPT: OC2, OC6	Performance/practical	
S1.1	Supporting achievement of clients/physiological goals	TPPT: OC1	Portfolio	

2 Lifestyle management and client motivation:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K2.1	Lifestyle	EP2: OC1, OC2	Assignment	
K2.2	Psychological factors influencing behaviour change	EP2: OC2	Portfolio	
K2.3	Strategies to encourage long-term adherence to positive lifestyle practices	EP2: OC2	Portfolio	
S2.1	Assess client's readiness to change	EP2: OC2	Portfolio	
S2.2	Create a positive, motivating and empowering environment to support adherence to exercise	EP2: OC2	Portfolio	
S2.3	Goal setting	TPPT: OC1 EP2: OC2	Portfolio	
S2.4	Ongoing client support	EP2: OC2	Portfolio	

3 Health and well-being:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K3.1	Health conditions and medically controlled diseases	EP2: OC1	Assignment	
K3.2	Health screening and risk stratification	TPPT: OC1	Portfolio	
K3.3	Health promotion	TPPT: OC1	Portfolio	
S3.1	Health screening and risk stratification	TPPT: OC1	Portfolio	
S3.2	Health promotion	TPPT: OC1 EP2: OC1	Assignment	

Draft

4 Exercise programme design and delivery:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K4.1	Consultations, assessments and reviews	TPPT: OC1, OC2	Portfolio	
K4.2	Goal setting	TPPT: OC1, OC2	Portfolio	
K4.3	Designing and tailoring exercise programmes	TPPT: OC3	Session plans	
K4.4	Variables	TPPT: OC3 EP2: OC4	Portfolio	
K4.5	Principles of training	TPPT: OC3	Session plans	
K4.6	Exercise modes and training environments	TPPT: OC3	Session plans	
K4.7	Small group training	TPPT: OC3	Session plans	
S4.1	Collect and analyse information	TPPT: OC2	Portfolio	
S4.2	Conduct assessments	TPPT: OC1, OC2	Portfolio	
S4.3	Programme/session planning and delivery	TPPT: OC3 EP2: OC3	Session plans and performance/practical	
S4.4	Review programme/sessions	EP2: OC4	Self-reflective evaluation	
S4.5	Application of exercise science to programme design and delivery	TPPT: OC3	Session plans	

5 Exercise techniques:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K5.1	Fitness training techniques	TPPT: OC3, OC4 EP2: OC3	Performance/practical	
K5.2	Observe and adapt exercise technique	EP2: OC3	Performance/practical	
S5.1	Fitness training techniques	TPPT: OC4 EP2: OC3	Performance/practical	
S5.2	Observe and adapt exercise technique	EP2: OC3	Performance/practical	

6 Nutrition:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K6.1	Principles of nutrition	EP2: OC5	Portfolio	
K6.2	Nutritional strategies	EP2: OC5	Portfolio	
K6.3	Nutritional assessment tools	TPPT: OC1 EP2: OC5	Portfolio	
K6.4	Human metabolism	EP2: OC5	Portfolio	
S6.1	Assessment of nutritional intake	EP2: OC5	Portfolio	
S6.2	Application of nutritional strategies	EP2: OC5	Portfolio	
S6.3	Credible sources	EP2: OC5	Portfolio	

7 Information technology:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K7.1	Business operations	EP2: OC6	Assignment	
K7.2	Available technology	EP2: OC6	Assignment	
K7.3	Ethical and legislative practice	EP2: OC6	Assignment	
S7.1	Incorporating technology	EP2: OC6	Assignment	

8 Professional practice:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K8.1	Conduct	EP2: OC6	Assignment	
K8.2	Ethics	EP2: OC6	Assignment	
K8.3	Legislation and organisational procedures	EP2: OC6	Assignment	
S8.1	Ensure responsibility and professional duty of care to clients	EP2: OC6	Assignment	
S8.2	Clarify roles and responsibilities	EP2: OC6	Assignment	

9 Communication:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K9.1	Professionally interact	EP2: OC3	Performance/practical	
K9.2	Communication techniques	EP2: OC3	Performance/practical	
S9.1	Professionally interact	EP2: OC3	Performance/practical	

10 Business acumen:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K10.1	Marketing	EP2: OC6	Assignment	
K10.2	Business planning	EP2: OC6	Assignment	
K10.3	Finance	EP2: OC6	Assignment	

HND Physical Activity and Health and PDA in Management of Long-Term Health Conditions for Exercise Practitioners has been mapped to the CIMSPA Professional Standard for Working with People with Long-Term Health Conditions.

1 Understanding health context:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K1.1	Health policy	LTHC: OC1, OC4	Assignment	
K1.2	Evidence	LTHC: OC5, OC6	Assignment or presentation	
K1.3	Building local relationships	LTHC: OC4, OC9	TBC	
S1.1	Health context	LTHC: OC4, OC6	TBC	
S1.2	Evidence	LTHC: OC5	TBC	
S1.3	Building local relationships	LTHC: OC4, OC6, OC7, OC8	TBC	

Draft

2 Epidemiology, anatomy and physiology, pathophysiology, and pharmacology:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K2.1	Epidemiology	LTHC: OC1	Assignment	
K2.2	Anatomy and physiology	LTHC: OC2, OC3	Presentation	
K2.3	Aetiology (causes) of conditions	LTHC: OC1, OC3, OC5	Assignment	
K2.4	Medical management	LTHC: OC3	Assignment	
K2.5	Limitations for exercise	LTHC: OC5	Assignment	
S2.1	Anatomy and physiology	LTHC: OC7, OC8	Portfolio	
S2.2	Medical management	LTHC: OC7	Portfolio	
S2.3	Accommodating functional and psychological limitations and capabilities	LTHC: OC7	Portfolio	

Draft

3 Service design, set up and evaluation:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K3.1	Quality assurance	LTHC: OC7, OC9	Portfolio	
K3.2	Referral and self-referral	LTHC: OC4, OC6, OC9	Portfolio and assessment	
K3.3	Governance	LTHC: OC9	Portfolio	
K3.4	Monitoring and evaluation	LTHC: OC6, OC8	Assignment or presentation, session evaluations and leaflet, prescreening	
K3.5	Physical activity and health opportunities	LTHC: OC4, OC6, OC8	Assignment, evaluation or leaflet	
S3.1	Quality assurance	LTHC: OC9	Portfolio	
S3.2	Referral and self-referral	LTHC: OC6	Portfolio	
S3.3	Governance	LTHC: OC6, OC7	Portfolio	
S3.4	Monitoring and evaluation	LTHC: OC6, OC7, OC8	Portfolio	
S3.5	Physical activity and health opportunities	LTHC: OC8	Portfolio	

4 Providing support and behaviour change:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K4.1	Theory of behaviour change	LTHC: OC5	Assignment	
K4.2	Style of intervention	LTHC: OC5	Assignment	
K4.3	Customer relationship management (CRM)	LTHC: OC5	Assignment	
S4.1	Theory of behaviour change	LTHC: OC5, OC6	Assignment	
S4.2	Person-centred techniques	LTHC: OC5, OC6, OC7	Assignment and portfolio	
S4.3	Customer relations management (CRM)	LTHC: OC6, OC7	Portfolio	

5 Service delivery:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K5.1	Medical terminology	LTHC: OC3	Assignment	
K5.2	Pre-exercise screening	LTHC: OC6	Portfolio	
K5.3	Functional and clinical assessment	LTHC: OC6	Portfolio	
K5.4	Exercise prescription	LTHC: OC1, OC7	Portfolio and assignment	
K5.5	Monitoring physical activity and exercise	LTHC: OC7	Portfolio	
K5.6	Safety considerations	LTHC: OC3, OC7, OC9	Assignment and portfolio	
K5.7	Education and lifestyle advice	LTHC: OC5, OC6	Assignment or presentation, professional discussion and CPD record, evaluation and leaflet	
K5.8	Delegated responsibility	LTHC: OC4, OC6, OC9	Portfolio	
K5.9	Onward referral	LTHC: OC4, OC6, OC9	Portfolio	
S5.1	Pre-exercise assessment	LTHC: OC6, OC7	Portfolio	
S5.2	Functional and clinical assessment	LTHC: OC6, OC7	Portfolio	
S5.3	Delegated authority	LTHC: OC7	Portfolio	
S5.4	Exercise delivery	LTHC: OC7	Portfolio	
S5.5	Education and lifestyle advice	LTHC: OC8	Portfolio	
S5.6	Monitoring clients	LTHC: OC7, OC8	Portfolio	
S5.7	Managing participant safety	LTHC: OC6, OC7, OC8	Portfolio	

6 Professional practice:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K6.1	Continuing professional development	LTHC: OC9	Portfolio	
K6.2	Professional boundaries	LTHC: OC9	Portfolio	
S6.1	Continuing professional development	LTHC: OC9	Portfolio	
S6.2	Professional boundaries	LTHC: OC6, OC7, OC8, OC9	Portfolio	

Draft

HND Physical Activity and Health and PDA in Working Inclusively with Participants with Disabilities has been mapped to the CIMSPA Professional Standard for Working Inclusively (Working with Disabled People).

1 Understanding your participant:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K1.1	Participants needs	OC3	Session plans	
K1.2	Adaptations	OC3	Session plans	
K1.3	Benefits and challenges	OC3	Session plans	
K1.4	Factors affecting participation	OC3	Session plans	

2 Creating an inclusive environment and culture:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K2.1	Inclusive environment	OC3	Session plans	
K2.2	Inclusive learning	OC3	Session plans	
S2.1	Inclusive environment and culture	OC4	Performance/practical	
S2.2	Inclusive physical activity environment and culture	OC4	Performance/practical	

3 Legislation and guidance:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K3.1	Legislation	OC1	Assignment	
K3.2	Policy and procedures	OC1	Assignment	
K3.3	Best practice	OC1, OC2	Assignment	
K3.4	Guidance	OC1, OC2	Assignment	
K3.5	Legislation	OC1	Assignment	
S3.1	Legislation	OC4	Performance/practical	
S3.2	Risk management	OC4	Performance/practical	

4 Plan, deliver, evaluate inclusive sport and physical activity including disabled people:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K4.1	Planning, preparation and delivery	OC3	Session plans	
K4.2	Local initiatives	OC3	Session plans	
K4.3	Assistive devices	OC3	Session plans	
K4.4	Evaluation and continual review	OC5	Evaluations	
K4.5	Goal setting	OC3	Session plans	
K4.6	Positive experience	OC3	Session plans	
S4.1	Planning and preparation	OC4	Performance/practical, practical observation and session planning	
S4.2	Engaging participants	OC4	Performance/practical	
S4.3	Adaptability	OC4	Performance/ practical	
S4.4	Evaluation and ongoing review	OC5	Self-reflective evaluation/log	
S4.5	Goal setting	OC4	Performance/practical	

5 Effective communication:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K5.1	Effective communication	OC4	Performance/ practical	
K5.2	Promoting sessions	OC4	Performance/ practical	
K5.3	Appropriate language and tone	OC4	Performance/ practical	
K5.4	Communication with supporters	OC4	Performance/ practical	
S5.1	Effective communication	OC4	Performance/ practical	
S5.2	Participants	OC4	Performance/ practical	
S5.3	Promotion	OC4	Performance/ practical	

Draft

HND Physical Activity and Health and PDA in Physical Activity for Antenatal and Postnatal Clients has been mapped to the CIMSPA Population Specialism Professional Standard for Working with Antenatal and Postnatal Clients.

1 Health and well-being for antenatal and postnatal clients:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K1.1	Antenatal and postnatal	OC1, OC3	Portfolio	
K1.2	Health and well-being	OC2, OC3, OC4	Portfolio	
K1.3	Advice and guidance	OC3, OC3	Portfolio	
K1.4	Anatomical, physiological and biomechanical changes	OC1	Portfolio	

2 Benefits, barriers and enablers:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K2.1	Benefits	OC1	Portfolio	
K2.2	Barriers and myths	OC1	Portfolio	
K2.3	Common problems	OC1	Portfolio	
K2.4	Motivation and enabling factors	OC3	Portfolio	
K2.5	Contraindications and warning signs	OC1, OC4	Portfolio	

3 Plan, prepare, continuously evaluate and review sessions:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K3.1	Pre-activity screening	OC3, OC3	Portfolio	
K3.2	Activities	OC4, OC4	Portfolio	
K3.3	Goal setting	OC3, OC4	Portfolio	
K3.4	Recommended guidelines	OC3, OC4	Portfolio	
K3.5	Assessing risks	OC4	Portfolio	
K3.6	Considerations for planning	OC4	Portfolio	
K3.7	Implications of planning	OC4	Portfolio	
K3.8	Planning and preparation	OC4	Portfolio	
K3.9	Feedback/reflective practice	OC5	Portfolio	
S3.1	Session and activities	OC4	Portfolio	
S3.2	Plan and evaluate	OC4, OC5	Portfolio	

4 Professional responsibilities:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K4.1	Best practice	OC3	Portfolio	
K4.2	Exchange of information	OC3	Portfolio	
K4.3	First aid	OC5	Portfolio	
K4.4	CPD	OC5	Portfolio	
K4.5	Insurance	OC5	Portfolio	

HND Physical Activity and Health and PDA in Sport and Physical Activity for Children has been mapped to the CIMSPA Population Specialism Professional Standard for Working with Children.

1 The rights of a child and their access to sport and physical activity:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K1.1.1	United Nations Convention on the Rights of the Child (UNCRC)	OC2	Assignment	
K1.1.2	United Nations Convention on the Rights of the Child (UNCRC)	OC2	Assignment	
K1.2	UNESCO International Charter of Physical Activity and Sport	OC2	Assignment	
S1.1	Support the rights of the child	OC3, OC4	Session plans	
S1.2	Support accessibility of sport and physical activity	OC3, OC4	Session plans	

2 Safe and inclusive practice when working with children:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K2.1.1	Safe environments	OC2	Assignment	
K2.1.2	Safe environments	OC2	Assignment	
K2.2.1	Safe practice	OC2	Assignment	
K2.2.2	Safe practice	OC2	Assignment	
K2.3.1	Inclusive practice	OC2	Assignment	
K2.3.2	Inclusive practice	OC2	Assignment	
S2.1.1	Safe and inclusive delivery	OC3	Session plans	
S2.1.2	Safe and inclusive delivery	OC3, OC4	Session plans	
S2.1.3	Safe and inclusive delivery	OC3, OC4	Session plans	

Draft

3 The development stages of children:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K3.1.1	Child development models	OC1	Assignment	
K3.1.2	Child development models	OC1	Assignment	
K3.1.3	Child development models	OC1	Assignment	
K3.1.4	Child development models	OC1	Assignment	
K3.2	Children's physical development	OC1	Assignment	
K3.3	Children's social development	OC1	Assignment	
K3.4	Children's emotional development	OC1	Assignment	
K3.5	Children's cognitive development	OC1	Assignment	
S3.1.1	Delivering sport and physical activity considering the whole-child	OC3	Session plans	
S3.1.2	Delivering sport and physical activity considering the whole-child	OC4	Performance/practical	
S3.1.3	Delivering sport and physical activity considering the whole-child	OC4	Performance/practical	
S3.1.4	Delivering sport and physical activity considering the whole-child	OC4	Performance/practical	

4 External factors influencing participation in sport and physical activity:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K4.1	Personal influencers	OC4	Performance/practical	
K4.2	Education influencers	OC4	Performance/practical	
K4.3	External influencers	OC4	Performance/practical	
S4.1.1	Reducing barriers to participation	OC4	Performance/practical	
S4.1.2	Reducing barriers to participation	OC4	Performance/practical	

Draft

5 Engage appropriately with children, families, responsible adults, carers and parents:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K5.1.1	People who influence participation	OC3	Session plans	
K5.1.2	People who influence participation	OC3	Session plans	
K5.2	Communicating with others	OC4	Session plans	
K5.3	Positive learning environment	OC3	Session plans	
S5.1	Embedding policy	OC3	Session plans	
S5.2	Positive relationships	OC4	Performance/practical	
S5.3	Positive learning environments	OC4	Performance/practical	

6 Positive behaviour management:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K6.1	Positive behaviour management	OC4	Performance/practical	
K6.2	Differentiation	OC4	Performance/practical	
K6.3	Positive learning environment	OC4	Performance/practical	
S6.1	Motivating children	OC4	Performance/practical	
S6.2	Managing behaviours	OC4	Performance/practical	
S6.3	Modelling positive behaviour	OC4	Performance/practical	
S6.4	Positive learning environment	OC4	Performance/practical	

7 Health and well-being of children:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K7.1	National health guidance	OC3	Session plans	
K7.2	Nutrition	OC3	Session plans	
K7.3	Developing the whole-child	OC3	Session plans	
S7.1.1	Needs of children	OC4	Performance/practical	
S7.1.2	Needs of children	OC4	Performance/practical	
S7.2	Wider life skills	OC4	Performance/practical	

8 Working with a team of children's specialists:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K8.1.1	Enablers of participation	OC2	Assignment	
K8.1.2	Enablers of participation	OC2	Assignment	
K8.1.3	Enablers of participation	OC2	Assignment	
K8.1.4	Enablers of participation	OC2	Assignment	
S8.1	Teamworking	OC4	Performance/practical	
S8.2	Supporting teams	OC4	Performance/practical	

9 Professional practice when working with children:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K9.1	Values	OC2	Performance/practical	
K9.2	Industry good practice	OC2	Performance/practical	
S9.1	Adapting	OC4	Performance/practical	
S9.2	Professional conduct	OC4	Performance/practical	

Draft

HND Physical Activity and Health and PDA in Strength and Conditioning Trainer has been mapped to the CIMSPA Professional Standard for Strength and Conditioning Trainer. Learners have the option to gain UKSCA recognition by completing additional UKSCA assessments through a UKSCA Accredited Assessor, and paying the required UKSCA fees.

1 Consultation, assessments, inductions and screening:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K1.1	Participant consultation process	STT: OC3	Portfolio	
K1.2	Health screening and risk stratification	STT: OC3	Portfolio	
K1.3	Participant assessment and review process	STT: OC3	Portfolio	
K1.4	Participant induction process	EP1: OC2	Portfolio	APL HNC
S1.1	Conduct consultations, assessments and training environment inductions	STT: OC3	Portfolio	

2 Maximise the participant experience:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K2.1	Participant needs	STT: OC4	Portfolio	
K2.2	Participant service	STT: OC4	Portfolio	
K2.3	Participant engagement	STT: OC1	Portfolio and exam	
K2.4	Participant communication	STT: OC4	Portfolio	
K2.5	Participant feedback	STT: OC1	Portfolio	
S2.1	Participant data	STT: OC4	Portfolio	
S2.2	Participant engagement	STT: OC4	Portfolio	
S2.3	Participant service	STT: OC4	Portfolio	
S2.4	Develop rapport with participants	STT: OC4	Portfolio	
S2.5	Professional demeanour	STT: OC4, OC6	Portfolio	
S2.6	Communication	STT: OC4	Portfolio	

3 Exercise anatomy and physiology:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K3.1	Structure and function of the circulatory system	AP: OC3	Online test	APL HNC
K3.2	Structure and function of the respiratory system	AP: OC3,	Online test	APL HNC
K3.3	Structure and function of the skeleton	AP: OC1	Online test	APL HNC
K3.4	Joints	AP: OC1	Online test	APL HNC
K3.5	Muscular system	AP: OC1, OC2	Online test	APL HNC
K3.6	Life-course of the musculoskeletal system	AP: OC5	Online test	APL HNC
K3.7	Energy systems	AP: OC5	Online test	APL HNC
K3.8	Nervous system	AP: OC2	Online test	APL HNC
K3.9	Digestive system	AP: OC1	Online test	APL HNC
K3.10	Anatomical planes of movement	TP: OC1	Online test	APL HNC
K3.11	Anatomical terms of location	TP: OC1	Online test	APL HNC
S3.1	Application of exercise anatomy and physiology	TPE: OC4	Multiple	APL HNC

4 Lifestyle management and participant motivation:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K4.1	Lifestyle and health promotion	TP: OC4, OC5 HPBCN: OC1, OC3, OC4, OC5 EP1: OC3	Portfolio	APL HNC
K4.2	Risk reduction and management of common health conditions	HPBCN: OC1, OC2, OC3, OC5 TP: OC3	Multiple	APL HNC
K4.3	Behaviour change and exercise adherence	HPBCN: OC3 EP1: OC3, OC4, OC5	Portfolio	APL HNC
S4.1	Motivation	STT: OC4	Portfolio	
S4.2	Goal setting	STT: OC3, OC4	Portfolio	
S4.3	Health promotion	HPBCN: OC3	Portfolio	

5 Prepare and plan for strength and conditioning sessions:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K5.1	The role of the professional strength and conditioning trainer and how to promote the benefits of strength and conditioning	STT: OC7	Portfolio	
K5.2	Develop a strength and conditioning programme	STT: OC2, OC6	Portfolio	
K5.3	Monitor and review strength and conditioning exercise programmes	STT: OC6	Portfolio	
S5.1	Plan strength and conditioning programmes	STT: OC2	Portfolio	
S5.2	Monitor and review strength and conditioning programmes	STT: OC7	Portfolio	

6 Delivering a strength and conditioning session:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K6.1	Coaching a range of strength and conditioning methods	STT: OC6	Portfolio	
K6.2	RAMP warm up	STT: OC6	Portfolio	
K6.3	Foundation movements training		Portfolio	
K6.4	Resisted movements for strength-based and explosive training	STT: OC6	Portfolio	
K6.5	Energy system training protocols	STT: OC6	Portfolio	
K6.6	High-intensity running-based activities	STT: OC6	Portfolio	
K6.7	Coaching strength and conditioning sessions	STT: OC1, OC6	Portfolio	
K6.8	Use of equipment in strength and conditioning training sessions	STT: OC1, OC6	Portfolio	
S6.1	Coaching strength and conditioning sessions	STT: OC1, OC6	Portfolio	
S6.2	Exercise demonstrations	STT: OC6	Portfolio	

7 Routine maintenance and cleaning:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K7.1	Cleaning substances	EP1: OC1	Written test	APL HNC
K7.2	Cleaning equipment	EP1: OC1	Written test	APL HNC
K7.3	Safe systems of work	PWPAHI: OC2 EP1: OC1	Written test	APL HNC
K7.4	Personal safety	EP1: OC1	Written test	APL HNC
K7.5	Hazards	EP1: OC1	Written test and portfolio	APL HNC
K7.6	Cleaning schedules	EP1: OC1	Written test	APL HNC
K7.7	Waste management	EP1: OC1	Written test	APL HNC
S7.1	Preparing to clean	PWPAHI: OC2 EP1: OC1	Performance/practical	APL HNC
S7.2	Cleaning activities	PWPAHI: OC2 EP1: OC1	Performance/practical	APL HNC
S7.3	Hazards	PWPAHI: OC2 EP1: OC1	Performance/practical	APL HNC
S7.4	Communication	PWPAHI: OC2, OC3 EP1: OC2, OC3, OC4, OC6	Performance/practical	APL HNC

8 Professional practice:

CIMSPA reference	Knowledge and understanding	Evidence (specified reference)	Suggested assessment method	Comments
K8.1	Conduct and ethics	STT: OC7 PWIPAHI: OC5	Portfolio	APL HNC
K8.2	National guidelines, legislation and organisational procedures	PWIPAHI: OC2, OC5	Portfolio	APL HNC
K8.3	Professional development	PWIPAHI: OC5	Portfolio	APL HNC
K8.4	Business acumen	EP1: OC6 TP: OC5 PWIPAHI: OC1, OC4	Portfolio	APL HNC
S8.1	Work alone and as part of a team with minimal supervision	EP1: OC2, OC3, OC4 PWIPAHI: OC3, OC4	Portfolio	APL HNC
S8.2	Responsibility and professional duty of care to participants	EP1: OC2, OC3, OC4 PWIPAHI: OC2, OC3	Portfolio	APL HNC

Mapping opportunities to develop meta-skills across the group award

Self-management

Unit code	Unit title	Meta-skills
J7CB 48	Exercise Practitioner 2	<ul style="list-style-type: none"> ◆ Focusing — outcomes 1, 2, 3, 4, 5 and 6 ◆ Integrity — outcomes 3, 4, 5, 6, 7 and 8 ◆ Adapting — outcomes 2, 3 and 4 ◆ Initiative — outcomes 1, 2, 3, 4, 5, 6 and 7
J7C6 48	Training Principles for Personal Trainers	<ul style="list-style-type: none"> ◆ Focusing — outcomes 1, 2 and 3 ◆ Integrity — outcomes 1, 2 and 4 ◆ Adapting — outcome 2 ◆ Initiative — outcomes 1, 2 and 4
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	<ul style="list-style-type: none"> ◆ Focusing — outcomes 6, 7 and 8 ◆ Integrity — outcomes 6, 7 and 8 ◆ Adapting — outcomes 6, 7 and 8 ◆ Initiative — outcomes 1, 2, 3, 4, 5, 6, 7, 8 and 9
J7CD 48	Research in Sport, Physical Activity and Health	<ul style="list-style-type: none"> ◆ Focusing — outcomes 1 and 2 ◆ Integrity — outcome 1 ◆ Adapting — outcomes 1, 2 and 3 ◆ Initiative — outcomes 1 and 2

Social intelligence

Unit code	Unit title	Meta-skills
J7CB 48	Exercise Practitioner 2	<ul style="list-style-type: none"> ◆ Communication — outcomes 1, 2, 3, 4 and 5 ◆ Feeling — outcomes 1, 2, 3, 4, 5 and 8 ◆ Collaborating — outcomes 1, 2, 3, 4, 5 and 6 ◆ Leading — outcomes 1, 2, 3, 4, 5, 6 and 8
J7C6 48	Training Principles for Personal Trainers	<ul style="list-style-type: none"> ◆ Communication — outcomes 1, 2 and 4 ◆ Feeling — outcomes 1, 2 and 4 ◆ Collaborating — outcomes 1 and 2 ◆ Leading — outcomes 1, 2 and 4
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	<ul style="list-style-type: none"> ◆ Communication — outcomes 6, 7 and 8 ◆ Feeling — outcomes 1, 2, 4, 5, 6, 7 and 8 ◆ Collaborating — outcomes 5, 6, 7, 8 and 9 ◆ Leading — outcomes 6, 7 and 8
J7CD 48	Research in Sport, Physical Activity and Health	<ul style="list-style-type: none"> ◆ Communication — outcomes 2 and 3 ◆ Feeling ◆ Collaborating ◆ Leading

Innovation

Unit code	Unit title	Meta-skills
J7CB 48	Exercise Practitioner 2	<ul style="list-style-type: none"> ◆ Curiosity — outcomes 1, 2, 3, 4, 5, 6, 7 and 8 ◆ Creativity — outcomes 2, 3, 5 and 6 ◆ Sense-making — outcomes 1, 2, 3, 4, 5 and 7 ◆ Critical thinking — outcomes 2, 3, 4, 5, 6 7 and 8
J7C6 48	Training Principles for Personal Trainers	<ul style="list-style-type: none"> ◆ Curiosity — outcomes 1, 2, 3, 4 and 6 ◆ Creativity — outcome 3 ◆ Sense-making — outcomes 1, 2 and 3 ◆ Critical thinking — outcomes 1, 2 and 3
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	<ul style="list-style-type: none"> ◆ Curiosity — outcomes 6, 7 and 8 ◆ Creativity — outcomes 6, 7 and 8 ◆ Sense-making ◆ Critical thinking
J7CD 48	Research in Sport, Physical Activity and Health	<ul style="list-style-type: none"> ◆ Curiosity — outcomes 1 and 2 ◆ Creativity — outcomes 2 and 3 ◆ Sense-making — outcomes 1 and 2 ◆ Critical thinking — outcomes 1 and 2

Assessment strategy for the group award

We are piloting an assessment matrix in year 1 of HND Physical Activity and Health that supports holistic and cross-assessment of the mandatory PDA units. A copy of this matrix will be added to this section once it has been piloted and reviewed. The following information is general guidance.

Unit code	Unit title	Assessment method
J7C6 48	Training Principles for Personal Trainers	<p>This unit allows for integration of assessment with Exercise Practitioner 2. The outcomes across both units complement each other and allow learners to work with a client and develop and deliver a training intervention to support them to achieve their goals and objectives.</p> <p>Learners carry out a range of activities to generate evidence as part of a portfolio or e-portfolio. Assessment methods in this unit include project work, restricted response questions and report writing. Learners conduct a lifestyle management consultation for a client that will help them develop an action plan to complete a range of health and performance fitness tests, before designing a 12-week training intervention based on their client's goals and objectives. Learners include evidence for each aspect as part of their overall learner portfolio or e-portfolio. Development of a range of fitness-based exercise techniques will form part of this unit before implementing the training intervention in Exercise Practitioner 2. Learners then analyse the effects of exercise on the body systems and discuss the interaction between exercise prescription and application as a personal trainer. Finally, learners critically analyse biomechanical movement and apply this effectively during exercise delivery with their client.</p>

Unit code	Unit title	Assessment method
J7CB 48	Exercise Practitioner 2	<p>This unit allows for integration of assessment with Training Principles for Personal Trainers. The outcomes across both units complement each other and allow learners to work with a client and develop and deliver a training intervention to support them to achieve their goals and objectives.</p> <p>Learners undertake a range of activities to generate evidence as part of a portfolio or e-portfolio. Assessment methods in this unit include project work, restricted response questions, presentations and report writing. Learners critically analyse the key components of a healthy lifestyle and look at factors that affect health and well-being. This supports the client consultation in Training Principles for Personal Trainers. Learners then compare a range of behaviour change theories and approaches to motivate positive behaviour change with clients. Once the learner has designed their client training intervention, it will be delivered and assessed in Exercise Practitioner 2. This will be summatively assessed using an observation checklist, with substantive feedback being provided by the assessor on the learner's performance. This supports the learner in evaluating their delivery of the training intervention to help them become a diligent, self-reflective personal trainer.</p> <p>Learners also examine the principles of nutrition, nutritional strategies and effective use of nutritional assessment tools when working with a client. There are opportunities for this outcome to be assessed holistically with the optional unit Applied Nutrition for Sport, Physical Activity and Health. Learners must also construct a business plan and recognise the importance of business acumen, marketing, finance and ethical practices. You can use a range of assessment methods to generate this evidence, and these should be tailored to suit the learner's potential career pathway.</p>

Unit code	Unit title	Assessment method
J7CB 48	Exercise Practitioner 2 (continued)	Both the meta-skills and Learning for Sustainability outcomes form part of this unit and can be assessed holistically during delivery. You must ensure the evidence generated meets the minimum evidence requirements detailed in the Exercise Practitioner 2 unit specification. As Exercise Practitioner 2 is the project unit in this qualification, learners' portfolios will contain assessments for other mandatory units. You must ensure that all evidence in learners' portfolios meets the evidence requirements for the chosen outcome.

Draft

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	<p>This unit allows for integration of assessment with the PDA in Personal Training and Research in Sport, Physical Activity and Health. You can holistically assess the outcomes to cover evidence requirements and support learners to develop competence and skills in working with clients with stable, managed long-term health conditions. Learners work with a live client and complete a case study to support learning about more challenging long-term health conditions.</p> <p>Learners carry out a range of activities to generate evidence as part of a portfolio or e-portfolio. Assessment methods in this unit include project work, restricted response questions, presentations and report writing. As part of the assessments for this unit, learners should make reference to clients in the following categories:</p> <p>Category 1 (live client):</p> <ul style="list-style-type: none"> ◆ Diabetes and metabolic conditions ◆ Musculoskeletal ◆ Mental health conditions ◆ Dementia <p>Category 2 (case study client):</p> <ul style="list-style-type: none"> ◆ Chronic fatigue ◆ Circulatory including cardiovascular and respiratory ◆ Cancers ◆ Neurological <p>You can find more detail on these categories in the knowledge and skills table in the unit specification.</p>

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	<p>Learners analyse the epidemiology of inactivity and other lifestyle behaviours that impact on health, and the correlation between these behaviours and consequent risk factors that contribute to developing, or living with, long-term health conditions, as well as factors that contribute to managing living with long-term health conditions.</p> <p>Learners examine the physical, psychological and social benefits of increasing physical activity for those living with long-term health conditions. Learners should interpret the aetiology, pathophysiology and pharmacology for a long-term condition from each category. Pharmacological interpretations should include the short-term and long-term side effects that may be prevalent during physical activity.</p> <p>Learners examine the local and national health landscape to support clients at risk of or living with long-term health conditions, and how agencies and organisations provide a range of services that clients can access. Learners could complete a research project to examine what organisations and services are in their local area, and this could form the basis of generating evidence for this unit. Learners should reference local and national policies for the provision of local and national services to support physical activity.</p>

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	<p>Learners research the latest evidence-based practice for each of their chosen long-term health conditions and use this to support sustained behaviour change for each client. Learners could provide a written assignment or presentation to demonstrate how they could apply their research to support clients during their physical activity intervention.</p> <p>Learners should carry out a pre-exercise health screening assessment to one 'live' client from category 1 using appropriate risk stratification tools, for example, PARQ, PreCise or American College of Sports Medicine (ACSM), gaining informed consent while using a person-centred behaviour approach. Learners should select and conduct the appropriate functional (including sub-maximal) and clinical assessments, and interpret and apply results to establish a baseline and demonstrate client progress and collective outcomes. Learners should then demonstrate how to apply the results of these assessments to plan and deliver a safe and effective physical activity session plan for the live client. Learners should complete and submit their pre-screening documentation and results from their functional and clinical assessments. They should create a report to interpret results and form the basis of the goals and objectives of the physical activity intervention. Learners can include the evidence in their portfolio or e-portfolio.</p> <p>Learners should design 12 progressive physical activity session plans for two clients (one from category 1 and one from category 2) with long-term health conditions. They should reference current research, for example, ACSM or other recognised industry guidelines, when designing the session plans. Learners should choose a client from each category.</p> <p>Learners should deliver one-to-one physical activity classes that are tailored to the needs of the client to improve jointly identified, biopsychosocial health and well-being goals and outcomes, and adapt and review them to support changes such as progression, regression and maintenance, according to the individual's needs.</p>

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	<p>Assessors should assess a minimum of one session to a live client for a minimum of 45 minutes using an observation checklist. We recommend that these observations are done live using a 'live' client. Learners can include the evidence in their portfolio or e-portfolio. They should offer tailored lifestyle advice throughout delivery of the sessions and record advice offered as part of their evaluation in outcome 8.</p> <p>Learners should review and evaluate after they have delivered each exercise session. They can include evidence in their portfolio or e-portfolio evaluations, education and lifestyle advice offered to their client and possible progression routes for them to continue in their physical activity journey. Suitable progression routes available in the client's local area should be discussed on a minimum of two separate occasions. Progression routes should include current physical activity opportunities available in local areas using current research.</p> <p>Education and lifestyle advice (for example, health interventions such as stop smoking services, physiotherapy, pharmacy, befriending and group learning) should be provided underpinned by evidence-based health and lifestyle research, for example, guidelines from the UK Chief Medical officer (CMO) or the ACSM. Learners should offer nutritional advice within the boundaries set out by the Association of Nutrition in the 'Competence Framework for Nutrition for Fitness and Leisure' including 'specialist instructors working with vulnerable groups'.</p> <p>Learners examine the industry requirements for exercise practitioners to maintain relevant and recognised CPD. Learners should generate evidence in the form of a professional discussion. There should be an opportunity for learners to network and have informal discussions with a range of competent qualified practitioners who deliver physical activity for clients with long-term health conditions. The professional discussion should evidence each criterion as set out in the evidence requirements, including examining the scope of practice for practitioners.</p>

Unit code	Unit title	Assessment method
J7CD 48	Research in Sport, Physical Activity and Health	<p>This unit allows for holistic and cross-assessment with either of the mandatory PDAs:</p> <ul style="list-style-type: none"> ◆ PDA in Personal Training ◆ PDA in Management of Long-Term Health Conditions for Exercise Practitioners <p>Learners do a range of assessment methods in this unit, including open-book written proposals or oral presentation, and an open-book academic report. Learners should refer to primary and secondary sources to support their research and construction of their academic report.</p> <p>Learners must propose a research investigation on a sport or physical activity and health-related topic. The research proposal must include a research topic title, aims, and objectives from the research they will carry out. It must also specify the methodology of research. The proposal must also include which data collection approaches they intend to use, with justification of their choices. You could produce an assessment template with headings covering the evidence requirements for learners to complete. Alternatively, you could develop an assessment brief for learners. An assessment brief could bullet point the evidence requirements that learners must write about, allowing them to write the report in their own style. The assessment template or brief may suggest the number of words used to cover each evidence requirement to ensure that the word target is achieved across the four evidence requirements.</p> <p>From the proposal, learners must then conduct a research investigation to compile complex data from a range of sources. Outcomes 2 and 3 can be assessed holistically by an academic open-book written report in the region of 2,500 words. You could effectively integrate this outcome with assessment for either of the PDA units that require learners to produce complex written research reports.</p>

Unit code	Unit title	Assessment method
J7CD 48	Research in Sport, Physical Activity and Health (continued)	<p>You could develop an assessment brief outlining a structure for writing the report, with guidance on what the word count for each section should be to achieve the target 2,500 words. You may wish to develop separate assessment briefs for each of the stages leading to writing an academic report.</p> <p>Sections of the academic report structure could include:</p> <ul style="list-style-type: none"> ◆ topic title ◆ contents page ◆ introduction to the topic ◆ review of literature surrounding the topic ◆ methodology ◆ results and discussion or analysis of results ◆ conclusion ◆ references, bibliography and appendices <p>References, bibliographies and appendices are not included in the academic report word count. This is an example of how the report may be written and presented, however, you can choose any structure that allows learners to meet the evidence requirements.</p>

Approaches to delivery and assessment

There are opportunities for cross-assessment and holistic assessment across the mandatory units of this qualification. Any practical activity used to generate evidence should reflect the knowledge and skills identified in the evidence requirements for each outcome.

The following information can help you to shape learning and teaching activities.

You have the option to integrate unit delivery of PDA in Personal Training (SCQF level 8) and PDA in Management of Long-Term Health Conditions for Exercise Practitioners (SCQF level 8). Both these include screening and planning aspects for working with a diverse range of clients and provide the planning for practical delivery in a range of different environments. There are also opportunities to integrate Research in Sport, Physical Activity and Health with a client from either of the mandatory PDA units or restricted optional PDA units. You can cross-assess the optional Applied Nutrition unit with the PDA in Personal Training.

Possible delivery methods include:

- ◆ classroom activities
- ◆ field trips
- ◆ visits and group work
- ◆ guest speakers

You should use learning and teaching approaches that are varied and appropriate to the aims of the unit.

Assessors and internal verifiers must hold an industry and/or subject-specific qualification equivalent to the CIMSPA Professional Standards embedded in the qualification. Centre staff should have relevant industry experience and be able to demonstrate industry-relevant CPD to maintain their subject-specific knowledge and skills.

Additional guidance on integrated or holistic assessment

Holistic or integrated assessment focuses on assessing a number of outcomes in a unit together, or in some cases the whole unit, rather than specific outcomes. When assessing a unit of competence holistically, the assessment activities integrate a number of aspects of the competence. Holistic or integrated assessment can reduce the time spent on assessment and can promote greater equity in the assessment process.

When developing or revising a Higher National Qualification, SQA works with a development team to devise an appropriate assessment strategy that accommodates holistic or integrated assessment. However, the practice of integrating units for the purposes of learning and teaching is a centre-led activity.

Units are designed to facilitate holistic or integrated assessment approaches that prevent large, unwieldy instruments of assessment.

Sometimes more than one piece of evidence is needed for a unit. For example, if a unit is about building a wall, a learner would need to produce evidence of performance (following the correct procedures and processes when building the wall) and product (a completed wall).

Evidence requirements must do what they say: specify requirements for evidence of learner competence in the unit(s). The evidence must be of sufficient quality for an assessor or verifier to judge that the learner has achieved the unit(s).

Opportunities for e-assessment

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If you want to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment (as specified in the evidence requirements) are met, regardless of the mode of gathering evidence.

Remediation and re-assessment in Next Generation Higher National Qualifications

Remediation

Remediation allows an assessor to clarify learners' responses, either by a written amendment or by oral questioning. If there is a minor shortfall or omission in evidence requirements, assessors must formally note such instances, in writing or as a recording, and make them available to the internal and external verifier.

The size and structure of the larger NextGen: HN units should mean that the assessor or lecturer is close enough to ongoing assessment activity in project-based units to identify the requirement for remediation as it occurs.

Re-assessment

If learners do not meet the minimum evidence requirements in their first submission, and on occasions where minor or oral remediation are not appropriate, assessors and lecturers can ask learners to submit a second submission to re-assess their competence in meeting the evidence requirements for the outcome.

As part of the NextGen: HN Physical Activity and Health qualification, we have introduced greater opportunities for holistic and cross-assessment in the larger units of the framework, and therefore expect instances of re-assessment to be minimal. If learners require re-assessment in the project-based unit, you must give them a re-assessment opportunity, but we recommend they do this with an alternative client.

Resource requirements

Centres delivering this qualification must have suitably qualified staff for each of the subject components. Your centre should already have established processes to ensure staff are appropriately qualified to deliver in this subject area. They can demonstrate this with an SCQF level 8 or above in an exercise or fitness-based subject qualification, or a relevant industry-recognised qualification.

Learners should have access to a range of gym equipment, including a selection for each of the following:

- ◆ cardiovascular equipment
- ◆ fixed resistance machines including a cable pulley
- ◆ free weight equipment, including barbells, dumbbells, Olympic bars, weight plates, adjustable benches, squat or power rack, and appropriate flooring
- ◆ functional exercise equipment including medicine balls, kettlebells, Swiss balls, mats, powerbags and plyo boxes

Please note, this is not an exhaustive list.

Learners should have access to a suitable facility or environment to deliver the physical activity sessions, such as a fitness studio, gym, hall or outdoor space.

Learners should also have access to:

- ◆ comprehensive library resources, including digital resources, to allow them to research topics and theories across the physical activity and health subject area
- ◆ UK, national and local framework, strategy, and policy documents
- ◆ specialist and subject-specific resources from stakeholders and service providers for inactive individuals and those living with or at risk of developing long-term health conditions
- ◆ original research articles and textbooks that support learning and teaching

You should ensure that any research articles you reference during teaching are accessible to learners.

As 'digital first' is an aim of NextGen: HN developments, learners should have access to digital equipment and software applications to support the development of an e-portfolio and other digital artefacts and communication tools including those required by neurodiverse client groups.

We recommend, where possible, that learners are supported and mentored by a suitably qualified staff member from the placement provider or organisation with relevant experience for the specific long-term condition the learner is working with. Centres should ensure health and safety and correct insurance is in place for learners.

Information for centres

Equality and inclusion

The units in this group award are designed to be as fair and as accessible as possible, with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the [assessment arrangements](#) web page.

Internal and external verification

All instruments of assessment used in HND Physical Activity and Health should be internally verified according to your centre's policies and SQA's guidelines.

SQA carries out external verification to ensure that internal assessment meets the national guidelines for HND Physical Activity and Health.

Further information on internal and external verification is available in SQA's [Guide to Assessment](#).

Draft

Glossary

SQA credit value: the credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 represents approximately 40 hours of programmed learning, teaching, and assessment.

SCQF: the Scottish Credit and Qualifications Framework (SCQF) provides the national common framework for describing programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF, visit the [SCQF](#) website.

SCQF credit points: SCQF credit points provide a way of describing and comparing the amount of learning required to complete a qualification at a given level of the framework. 1 National Unit credit is equivalent to 6 SCQF credit points. 1 National Unit credit at Advanced Higher and 1 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: the level a qualification is assigned in the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced units are usually at levels 6 to 9 and graded units at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and are usually made up of National Units, which are available from SCQF levels 2 to 7.

Draft

Information for learners

HND Physical Activity and Health

This information explains:

- ◆ what the qualification is about
- ◆ what you should know or be able to do before you start
- ◆ what you will need to do during the qualification
- ◆ opportunities for further learning and employment

Group award information

HND Physical Activity and Health is a new qualification to support the changing landscape of the physical activity and health sector. It is in line with government and public health guidance and initiatives as we see an increasing number of people becoming more active and understanding the importance of looking after their health and well-being. There are several Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards embedded in the HND. These allow you to gain employment in a variety of roles and get a better understanding of how you can support clients to navigate the range of partners and organisations that support people to become more active and lead a healthy lifestyle.

The unit Training Principles for Personal Trainers enables you to further develop an appreciation of the science behind the craft of coaching. You build the technical competencies you need to plan and prepare both individual and group-based exercise and physical activity sessions.

You develop knowledge and applied skills of physical and health-related assessments with a client and develop training interventions with formulated rationales. On completion of the unit, you can conduct a comprehensive consultation process with a client, while further providing an analysis of the collected personal information around medical, lifestyle, exercise history and nutritional factors. Furthermore, you are able to select health and performance-based fitness tests that are appropriate to your client's capabilities and link to their goals and selected components of fitness, which assists the development of the training intervention process.

The unit Exercise Practitioner 2 prepares you for employment as a personal trainer. You develop skills to design, deliver and evaluate exercise sessions for a broad range of clients, and become more competent in analysing and integrating new training methods. On completion of this unit, you can recognise the key components of a healthy lifestyle and factors that affect clients' health and well-being. You learn about evidence-based behaviour change theories and how you can apply them to help motivate clients. You deliver and evaluate a personal training programme with a client or clients. They will come from one of the following categories: sedentary, recovering from injury, over-trained, high-level performer, sport-specific performer or clients with low-risk health conditions.

The unit Management of Long-Term Health Conditions for Exercise Practitioners provides you with knowledge, skills and understanding of a range of long-term health conditions. This

unit provides you with a more in-depth look at the current physical activity and health landscape and the importance of maintaining regular physical activity to support clients living with or at risk of developing a range of long-term health issues. This unit prepares you for employment in the physical activity and health sector working with people living with long-term health conditions (comorbidities and multi-morbidities) or those at higher risk of developing a long-term condition. It examines the importance of maintaining continuing professional development (CPD) and opens up potential for further study; for example, cancer rehabilitation or coronary heart disease rehabilitation. Throughout the unit you examine the physical and psychological causes for common long-term conditions and develop an understanding of common terminology used to explain and describe a range of long-term health conditions. You also analyse behaviours that influence health and how inactivity contributes towards developing or living with long-term health conditions. You look at current research and evidence-based practice used to support people with long-term health conditions, along with local physical activity services or providers.

The unit Research in Sport, Physical Activity and Health provides an opportunity to build on the knowledge and understanding you have developed in your physical activity and health studies. You have the opportunity to explore a topic area of your choice, conduct primary and secondary research in your chosen subject area, and present this through an academic report. This unit allows you to develop transferable skills appropriate for future academic and workplace progression.

You are assessed in a number of ways, including closed-book assessments, open-book assignments, portfolio or project work, posters or presentations, practical observations (summative and formative), and completing a work placement.

Meta-skills

You will develop meta-skills in a vocational context. You carry out a self-assessment of your own meta-skills baseline, create a plan for meta-skills development, carry out activities to develop and demonstrate your meta-skills, and use reflective practice to monitor and assess the meta-skills you have improved or developed.

Meta-skills are delivered through experience and include problem solving, critical thinking, communication, creativity and leadership.

Administrative information

Published: September 2024 (version 0.1)

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this guide, and check SQA's APS Navigator to ensure you are using the most up-to-date qualification structure.

If a unit is revised:

- ◆ no new centres can be approved to offer the previous version of the unit
- ◆ centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For further information on SQA's Next Generation Higher National Qualifications please contact nextgen@sqa.org.uk.