

# Next Generation Professional Development Award Educator Guide

## Professional Development Award in Management of Long-Term Health Conditions for Exercise Practitioners at SCQF level 8

Qualification code: GV24 48

Valid from: session 2024 to 2025

**Prototype for pilot delivery only**

This guide provides information about the Professional Development Award (PDA) in Management of Long-Term Health Conditions for Exercise Practitioners to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the PDA.

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# Purpose of the qualification

The title of this Professional Development Award (PDA) reflects the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) Professional for Standard Population Specialism — Working with People with Long-Term Conditions. This PDA also sits in the Next Generation (NextGen) Higher National Diploma (HND) Physical Activity and Health mandatory section.

The National Institute for Health Care Excellence recommends that people are provided with tailored behaviour change support for a year, with a regularity and format of support that is based on the needs of the individual. This must be integrated into any physical activity programme to prevent and manage long-term health conditions (LTHC). We need exercise practitioners to develop new or improved existing skills, to meet changing expectations and the increasingly complicated health needs of the population.

The PDA reflects the necessary knowledge and skills for practitioners who support and deliver physical activity, exercise and behaviour change for adults who are at high or higher risk of developing or living with one or more LTHCs. 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, significantly impacting on health and social care. The King's Fund predicts that there will be rising demand for the prevention and management of multi-morbidity diseases, rather than single diseases, a perspective that is echoed by the Richmond Group of charities.

Learners learn how to:

- develop knowledge and understanding of the epidemiology, aetiology, pathophysiology and pharmacology associated with LTHCs, through research and application

- examine the UK national and local health landscape and pathways to provision of local physical activity services, before researching the latest evidence-based practice that supports sustained behaviour change
- work with a range of clients to apply pre-service delivery screening and assessment
- interpret functional and clinical assessments before planning, delivering and evaluating physical sessions, offering suitable progression routes, education and lifestyle advice
- examine the scope of practice and industry requirements for exercise practitioners, and the importance of accessing relevant and recognised continuing professional development (CPD) opportunities

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

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## Structure

PDA's are made up of at least one double credit unit or two units. These can only be NextGen: HN units.

All PDA's and their component units are credit rated against SCQF. They may be set at SCQF levels 6 to 12.

At SCQF level 6, PDA's are made up of units with a minimum credit value of 12 SCQF credit points.

At SCQF levels 7 to 12, PDA's have a minimum credit value of 16 SCQF credit points. At least half the SCQF credit points must be at the level of the qualification.

## Framework

The PDA is made up of one mandatory unit:

### Mandatory unit

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

The PDA embeds the CIMPSA Professional Standard Working with People with Long-Term Health Conditions.

# Aims of the qualification

The PDA in Management of Long-Term Health Conditions for Exercise Practitioners 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 LTHCs.

Due to the recognised benefits of physical activity that are being integrated into public health policy, greater demand is being placed on industry to have an appropriately knowledgeable, skilled and adaptable workforce. This PDA builds on existing pathways into the physical activity and health industry by extending the qualification's reach into public health through the Scottish Government's Physical Activity Delivery Plan, A More Active Scotland Delivery Plan and the World Health Organisation's Global Action Plan on Physical Activity.

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

## General aims

1. Develop critical and evaluative thinking and ability to manage and absorb large amounts of information.
2. Develop problem solving.
3. Develop self-directed and self-reflective learners.
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. Provide opportunities for career planning and enhance learners' employment prospects.
8. Develop an individual's meta-skills profile.

## Specific aims

1. Develop a sound understanding of the role physical activity plays in contemporary society and the positive impacts on health and wellbeing.
2. Increase awareness of legislative changes and government initiatives in physical activity and public health.
3. Develop skills to efficiently analyse a clients' needs, and adapt and modify guidance to motivate a broad range of clients with different needs. Provide specialist, tailored advice to clients to positively change clients' behaviour in different types of environments over enough time to show lifestyle, health, and fitness improvements.
4. Deliver and adapt physical activity and exercise programmes based on an individual assessment of a client. Monitor a client's progress during physical activity and know when to consult with and/or refer to relevant appropriate professionals or services for specialist information and guidance.
5. Develop an inclusive person-centred approach to devise, and appropriately review, an action plan, while considering functional and other biopsychosocial capabilities and limitations, and level of risk associated with physical activity.
6. Understand the importance of the client's caregivers, 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 through partnership with health practitioners and stakeholders including social care and the community sector; 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 scope of practice.
9. Develop working practices to the current accepted professional standards for working with clients with LTHCs.



## Who is this qualification for?

This qualification is suitable for learners who want to further develop their knowledge and skills to gain employment within the physical activity and health sector. Learners must hold a relevant personal training qualification or equivalent to successfully undertake this PDA. Learners must have one or more of the following qualifications before undertaking the PDA:

- working towards PDA in Personal Training
- HND Fitness, Health and Exercise
- industry recognised personal trainer qualification

Centres must ensure learners undertaking the qualification are at least 16 years old prior to the course start date due to Student Public Liability Insurance requirements. Centres should note that 16 to 18 year-olds may need to be supervised in the workplace, once they have achieved the qualification.

## Recognising prior learning

SQA recognises that learners gain knowledge and skills through formal, non-formal and informal learning contexts. Formal learning is learning certificated by a recognised awarding or professional body. Non-formal learning includes learning such as employers' in-house training courses. Informal learning is learning based on experience from a variety of environments that is not formally assessed.

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

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

## Articulation and progression

The PDA in Management of Long-Term Health Conditions for Exercise Practitioners is a gateway qualification to lifelong learning and a long-standing career in the industry.

Learners who complete this qualification could go on to:

- other qualifications in physical activity and health or related areas
- further study, employment and/or training
- a range of specialisms including:
  - strength and balance and/or postural stability instructor
  - low back pain specialist instructor
  - British Association for Cardiovascular Prevention and Rehabilitation cardiac specialist instructor
  - cancer rehabilitation specialist instructor
  - obesity and weight management specialist instructor
  - United Kingdom Strength and Conditioning Association (UKSCA) accredited strength and conditioning coach
  - mental health and/or dementia specialist instructor

Learners who have completed the HND in Physical Activity and Health would benefit from having a formally recognised First Aid at Work qualification.

## Professional recognition

The following Professional Standard on the CIMSPA standards framework:

- CIMSPA Professional Standards in Mandatory Unit — Working with people with Long-term Health Conditions.

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 appropriate knowledge and skills.

Learners can progress to 'Professional' or 'Chartered' Status as they continue to build on their qualifications with CPD and the experience they gain in employment.

## **Transitional arrangements**

The PDA in Management of Long-Term Health Conditions for Exercise Practitioners is a stand-alone qualification.

## **Credit transfer arrangements**

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

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# How the qualification meets employer and higher education institution needs

This qualification is designed in collaboration with employers, higher education institutions (HEIs), practitioners and professional bodies to meet the sector need.

The following tables show how the qualification can benefit employers and HEIs by equipping learners with the necessary skill set:

- Table 1 shows how units map to the aims of the qualification.
- Table 2 shows how the unit maps to CIMPSA requirements.
- Table 3 shows the assessment strategy for the qualification.

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**Table 1: mapping qualification aims to units**

Key: aim is directly relevant to unit (X), aim is optional in this unit (O), aim is not applicable to this unit (N / A).

**General aims:**

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	X	X	X	X	X	X	X	X

**Specific aims:**

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	X	X	X	X	X	X	X	X	X

## Table 2: mapping unit to CIMPSA standards

The NextGen: HND Physical Activity and Health and PDA in Management of Long-Term Health Conditions for Exercise Practitioners has been mapped to the following Professional Standard for Population Specialism — Working with People with Long-term Conditions from CIMSPA.

### 1. Understanding health context

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K1.1	Health policy	Outcome 1	Restricted-response essay or assignment
K1.2	Evidence	Outcomes 4 and 5	Restricted-response essay, or assignment, or presentation, or pre-screening and assessment
K1.3	Building local relationships	Outcome 1	Restricted-response essay or assignment
S1.1	Health context	Outcome 1	Restricted-response essay or assignment
S1.2	Evidence	Outcome 4	Assignment or presentation
S1.3	Building local relationships	Outcome 1	Restricted-response essay or assignment

## 2. Epidemiology, anatomy and physiology, pathophysiology and pharmacology

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K2.1	Epidemiology	Outcome 1	Restricted-response essay or assignment
K2.2	Anatomy and physiology	Outcome 3	Presentation
K2.3	Aetiology (causes) of conditions	Outcome 2	Restricted-response essay or assignment
K2.4	Medical management	Outcome 2	Restricted-response essay or assignment
K2.5	Limitations for Exercise	Outcome 2	Restricted-response essay or assignment
S2.1	Anatomy and physiology	Outcome 6	Session plans
S2.2	Medical management	Outcome 6	Session plans
S2.3	Accommodating functional and psychological limitations and capabilities	Outcome 6	Session plans

### 3. Service design, set-up and evaluation

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K3.1	Quality assurance	Outcome 8	Professional discussion and CPD record
K3.2	Referral and self-referral	Outcomes 1, 5 and 9	Restricted-response essay, or assignment, or presentation, or pre-screening and assessment
K3.3	Governance	Outcome 8	Professional discussion and CPD record
K3.4	Monitoring and evaluation	Outcomes 4, 5, and 7	Restricted-response essay, or assignment, or presentation, session evaluations and leaflet
K3.5	Physical activity and health opportunities	Outcomes 1 and 7	Restricted-response essay, or assignment, session evaluations and leaflet
S3.1	Quality assurance	Outcome 8	Restricted-response essay, or assignment or presentation, session evaluations and leaflet
S3.2	Referral and self-referral	Outcome 5	Restricted-response essay or assignment, session evaluations and leaflet
S3.3	Governance	Outcomes 6 and 7	Professional discussion and CPD record



<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
S3.4	Monitoring and evaluation	Outcomes 6 and 7	Session plans, session evaluations and leaflet
S3.5	Physical activity and health opportunities	Outcome 7	Session evaluations and leaflet

#### **4. Providing support and behaviour change**

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K4.1	Theory of behaviour change	Outcome 4	Restricted-response essay or assignment or presentation
K4.2	Style of intervention	Outcome 4	Restricted-response essay or assignment or presentation
K4.3	Customer relationship management (CRM)	Outcomes 4 and 5	Restricted-response essay or assignment or presentation, pre-screening and assessment

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
S4.1	Theory of behaviour change	Outcomes 4, 5, and 6	Restricted-response essay, or assignment, or presentation, pre-screening and assessment, session plans
S4.2	Person-centred techniques	Outcomes 5 and 6	Pre-screening and assessment, session plans
S4.3	Customer relations management (CRM)	Outcome 4	Restricted-response essay or assignment or presentation

## 5. Service delivery

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K5.1	Medical terminology	Outcome 2	Restricted-response essay or assignment
K5.2	Pre-exercise screening	Outcome 5	Pre-screening and assessment
K5.3	Functional and clinical assessment	Outcome 5	Pre-screening and assessment

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K5.4	Exercise prescription	Outcomes 1 and 6	Restricted-response essay or assignment, session plans
K5.5	Monitoring physical activity and exercise	Outcomes 6 and 7	Session plans, session evaluations and leaflet
K5.6	Safety considerations	Outcomes 2, 6 and 8	Restricted-response essay, or assignment, session plans, professional discussion and CPD records
K5.7	Education and lifestyle advice	Outcomes 4, 7 and 8	Restricted-response essay or assignment, session evaluations and leaflet, professional discussion and CPD records
K5.8	Delegated responsibility	Outcome 5	Pre-screening and assessment
K5.9	Onward referral	Outcome 5	Pre-screening and assessment
S5.1	Pre-exercise assessment	Outcome 5	Pre-screening and assessment
S5.2	Functional and clinical assessment	Outcomes 5 and 6	Pre-screening and assessment, session plans

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
S5.3	Delegated authority	Outcome 6	Session plans
S5.4	Exercise delivery	Outcome 6	Session plans
S5.5	Education and lifestyle advice	Outcome 7	Session evaluations and leaflet
S5.6	Monitoring clients	Outcomes 7 and 8	Session evaluations and leaflet, professional discussion and CPD records
S5.7	Managing participant safety	Outcomes 5 and 6	Pre-screening and assessment, session plans

## 6. Professional practice

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K6.1	Continuing professional development	Outcome 8	Professional discussion and CPD records

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K6.2	Professional boundaries	Outcome 8	Professional discussion and CPD records
S6.1	Continuing professional development	Outcome 8	Professional discussion and CPD records
S6.2	Professional boundaries	Outcomes 6, 7, and 8	Session plans, session evaluations and leaflet, professional discussion and CPD records

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### **Table 3: assessment strategy for Management of Long-Term Health Conditions for Exercise Practitioners**

We have provided the following information for general guidance. Please see unit specifications for all evidence requirements.

Learners can generate evidence through stand-alone assignments, oral questioning, or as part of an overall unit project.

<b>Outcome</b>	<b>Main assessment methods</b>
<p><b>1.</b></p> <p><b>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 LTHCs.</b></p>	<p>We recommend that you assess outcome 1 by an academic essay (2,000 words), in open-book conditions.</p>
<p><b>2.</b></p> <p><b>Interpret the aetiology, pathophysiology and pharmacology for common LTHCs.</b></p>	<p>We recommend that you assess outcome 2 as an academic essay, in open-book conditions. Learners can complete the essay as a stand-alone for each LTHC or as a combined essay for both conditions. Learners should use the same LTHCs as they select for outcome 3.</p>

Outcome	Main assessment methods
<p><b>3.</b></p> <p><b>Examine the physical, psychological and social benefits of increasing physical activity for those living with LTHCs.</b></p>	<p>We recommend that you assess outcome 3 by a presentation that lasts a minimum of 10 minutes, in open-book conditions.</p> <p>Learners should select one LTHC from category one and one LTHC from category two. We suggest that learners select the same LTHCs they have chosen for this outcome, for outcomes 2, 4, 5, 6 and 7.</p>
<p><b>4.</b></p> <p><b>Research the latest evidence-based practice that supports sustained behaviour change for people at risk of developing or living with LTHCs.</b></p>	<p>Learners can provide a written assignment or presentation to demonstrate how they can apply their research to support clients during delivery of their physical activity intervention. This should be done in open-book conditions.</p>

Outcome	Main assessment methods
<p><b>5.</b></p> <p><b>Apply pre-service delivery screening and assessment for a client with LTHCs.</b></p>	<p>Learners should carry out a pre-exercise health screening assessment to one live client from category one, using appropriate risk stratification tools, for example PAR-Q, PreCise, ACSM. Learners should select and conduct the appropriate functional (including sub-maximal) and clinical assessment or assessments, and interpret and apply results, to establish a baseline and to 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 for the live client in preparation for outcome 6.</p> <p>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 to form the basis of the goals and objectives of the physical activity intervention. Learners can include the evidence in their portfolio or e-portfolio. This should be done in open-book conditions.</p>



Outcome	Main assessment methods
<p><b>6.</b></p> <p><b>Design and deliver a physical activity intervention for a client with LTHCs.</b></p>	<p>Learners must design 12 progressive physical activity session plans for a client with LTHCs. 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 wellbeing goals and outcomes. They should adapt and review to support changes such as progression, regression and maintenance, according to the client's needs. You should assess a minimum of one session each week to a live client that lasts a minimum of 45 minutes, using an observation checklist. We recommend that you assess practical sessions through a live observation with a live client. Learners can include the evidence in their portfolio or e-portfolio.</p> <p>Learners should offer tailored lifestyle advice throughout delivery of the sessions and record advice offered as part of their evaluation in outcome 7.</p> <p>We strongly recommend, where possible, that learners are mentored by a qualified and competent practitioner, to support them in delivery of their session plans.</p>

Outcome	Main assessment methods
<p>7.</p> <p><b>Evaluate physical activity sessions and offer suitable progression routes, education and lifestyle advice.</b></p>	<p>Learners should review and evaluate after they have delivered each exercise session in open-book conditions. Learners can include evidence in their portfolio or e-portfolio evaluations, what education and lifestyle advice they offer to their client and possible progression route or routes for clients to continue in their physical activity journey.</p> <p>Learners can design an information leaflet or infographic to examine which organisations and services are in their local demographic area.</p> <p>The research learners carry out for outcomes 2 and 3 should underpin the design of the leaflet or infographic they design for their client. The leaflet or infographic should mimic the type of publication that clients living with LTHCs are given on successful completion of their training intervention in the community. Centres may wish to contact local organisations or service providers to request exemplar leaflets or infographics for a range of LTHCs to support learners.</p>
<p>8.</p> <p><b>Examine the scope of practice and industry requirements for exercise practitioners and access relevant and recognised CPD activities.</b></p>	<p>Learners should generate evidence in the form of a professional discussion. The professional discussion should evidence each criterion as set out in the evidence requirements, including examining the scope of practice for practitioners.</p>

# Meta-skills

Every NextGen: HN Qualification gives learners the opportunity to develop meta-skills.

Meta-skills are transferable behaviours and abilities that help people to adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation. Each of these is made up of four meta-skills and a number of sub-skills.

- Self-management — focusing, integrity, adapting, initiative
- Social intelligence — communicating, feeling, collaborating, leading
- Innovation — curiosity, creativity, sense-making, critical thinking

From early in the qualification, we want learners to identify and understand the meta-skills they can develop, and to appreciate the personal and professional value of these skills. We want to support learners to continue to articulate, use and build on them long after they have achieved their qualification. In this way, we help learners to develop broad skills profiles, enabling them to thrive in a changing world.

Meta-skills development is founded on a clear process of self-assessment, goal setting, action planning and reflective practice.

You can find meta-skills teaching, learning and assessment resources on [SQA's meta-skills web page](#).

# Meta-skills in Professional Development Award in Management of Long-Term Health Conditions for Exercise Practitioners

## Self-management

This meta-skill includes:

- focusing:
  - sorting and processing information, to understand the relationship between exercise, health behaviours and wellbeing.
  - using a range of sources to make decisions about what is valuable information and what is misinformation
- integrity:
  - building positive relationships and demonstrating a good code of conduct
  - acting in an ethical manner through assessments and when working with clients
  - discussing scope of practice and how to maintain professional boundaries
- adapting:
  - making adaptations to pre-set plans, to encourage and motivate clients during physical activity
- initiative:
  - working autonomously in the physical activity and health sector
  - making informed choices and understanding that a one-size-fits-all approach is not best practice to keep clients engaged

## Social intelligence

This meta-skill includes:

- communicating:
  - developing a wide range of communication skills, including active listening, verbal and non-verbal communication, and reading and interpreting body language
- collaborating:
  - completing small tasks in a group where they can collaborate on certain elements to achieve a goal
- feeling:
  - understanding and anticipating factors that may unintentionally cause issues when working with a broad range of clients
- leading:
  - taking account of others and sharing information in a useful way to form a cohesive understanding

## Innovation

- curiosity:
  - gathering information independently and carrying out research about working with a broad range of clients
  - using Google Books and Scholar
  - discussing and debating in class to question assumptions, ideas, information, and research

- creativity:
  - producing detailed session plans, posterboards and digital artefacts to enhance explanations and analysis points in an oral presentation
  - producing materials for research investigation tasks, and when communicating lifestyle messages to clients
- sense-making:
  - finding out why people choose specific health behaviours and how this impacts health and wellbeing
  - evaluating ideas
  - explaining how current research influences decisions on planning an exercise intervention
  - supporting clients in making positive health behaviour changes
- critical thinking:
  - applying a variety of methods to draw overall conclusions
  - reflecting on their success or failure

Learners plan how they use and develop their meta-skills as part of their portfolio or e-portfolio for working with clients. You should emphasise the importance of effective planning, as this increases success for learners in completing 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, reading over class notes and presentations, and carrying out research, as this is helpful in getting learners to focus on the specific activities required for success. The meta-skills of focusing, adapting and initiative are particularly key to planning in activities or assessment. Higher education institutes also give advice on how to create a useful study plan, with some also supplying templates.

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.

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.

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, you should facilitate individual meta-skills 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. 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 learners need 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 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 Scottish, national and international 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.

LfS embraces global citizenship, sustainable development, social justice, human rights, climate change, biodiversity loss, equality and inclusion. Learners develop their capacity to deal with the unpredictable social, economic and environmental challenges facing our rapidly changing world.

LfS combines:

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

ESD is the internationally used term for sustainability education. Although LfS has a broader remit, the terms are largely interchangeable. Colleges and universities tend to use ESD, while schools usually use LfS. 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.

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# Learning for Sustainability in Next Generation Higher National Qualifications

Sustainability is a core component in this qualification.

Learners who complete this qualification should have:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the SDGs
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

You can cover any of the SDGs that are relevant to the subject area.

Find out more about SQA's approach on the [NextGen: HN Learning for Sustainability web page](#). There is an LfS reflective template available in the resources section. You may find it helpful as a starting point for considering how the SDGs are, or could be, embedded in a qualification, unit or assessment.

This PDA is part of NextGen: HND Physical Activity and Health. Learners should have opportunities to develop:

- 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

Learners should develop skills, including the ability 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

## Physical activity and the SDGs

Investing in policies to promote walking, cycling, sport, active recreation and play can contribute directly to achieving many of the 2030 SDGs.

The World Health Organization (WHO) Global Action Plan on Physical Activity 2018–2030 identifies that investment in policy actions on physical activity have health, social and economic benefits, and directly contribute to achieving:

- SDG 3 (good health and wellbeing)
- SDG 2 (zero hunger)
- SDG 4 (quality education)
- SDG 5 (gender equality)
- SDG 8 (decent work and economic growth)
- SDG 9 (industry, innovation and infrastructure)
- SDG 10 (reduced inequalities)
- SDG 11 (sustainable cities and communities)
- SDG 12 (responsible consumption and production)
- SDG 13 (climate action)
- SDG 15 (life on land)
- SDG 16 (peace, justice and strong institutions)
- SDG 17 (partnerships)

## Resources to support Learning for Sustainability teaching

- [Education Scotland information and resources](#).
- 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 and Lecturers.
- GTCS Hub materials include a series of self-directed [Professional Learning modules](#) to explore Learning for Sustainability. The first module introduces Learning for Sustainability and will help you to understand the nature of and context for Learning for Sustainability in Scotland and globally.
- [Learning for Sustainability Scotland](#). Scotland's United Nations University recognised Centre of Expertise on Education for Sustainable Development.
- [Scottish Government Learning for Sustainability Action Plan](#).
- [United Nations Sustainable Development Goals](#).
- Global Action Plan On Physical Activity 2018–2030 — [More Active People for a Healthier World](#)

# Grading

NextGen PDAs are ungraded.

When delivered as part of the NextGen: HN, PDAs can go towards the grading of the overall qualification.

## Approaches to delivery and assessment

There are opportunities for cross-assessment and/or holistic assessment across each of the outcomes. All evidence generated by learners must clearly reflect the knowledge and skills identified in the evidence requirements for each outcome. We recommend that learners experience a variety of assessment methods to generate evidence for their portfolio or e-portfolio.

Possible delivery methods include:

- classroom activities
- field trips
- visits and group work
- guest speakers
- shadowing or observing qualified staff delivering physical activity sessions to clients with LTHCs

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

## 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, assessing the unit as a whole, rather than by outcome.

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 NextGen: HN 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 assessments.

Sometimes more than one piece of evidence is needed for a unit. For example, in outcome 6, learners should offer tailored lifestyle advice throughout delivery of the sessions. This evidence is recorded and can be offered as part of their evaluation in outcome 7.

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

# **Remediation and re-assessment in Next Generation Professional Development Awards**

## **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 PDA should mean that the assessor or lecturer is close enough to ongoing assessment activity in learner portfolio to identify the requirement for remediation as it occurs.

## **Re-assessment**

Learners who 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 this PDA, we have introduced greater opportunities for holistic and cross assessment in outcomes of the learner portfolio, and therefore expect instances of re-assessment should be minimal. If re-assessment is required within the learner portfolio, learners must be given a re-assessment opportunity, but we recommend this should be undertaken with an alternative client.

## **Resource requirements**

Delivering staff must have current and/or previous industry experience of delivering and/or assisting in exercise referral classes to any of the categorised long term health conditions, or the relevant industry recognised qualification. Centres should already

have established processes to ensure staff are appropriately qualified to deliver in this subject area.

Assessors and internal verifiers must hold an industry or subject-specific qualification equivalent to the CIMSPA Professional Standards embedded in the PDA in Management of Long-Term Health Conditions for Exercise Practitioners. Centre staff should have relevant industry experience and be able to demonstrate industry relevant CPD to maintain their subject-specific knowledge and skills.

Learners should have access to a range of gym equipment, including:

- chairs or steps with detachable risers
- a selection of functional exercise equipment, including:
  - dumbbells
  - a selection of resistance bands
  - soft mini exercise balls
  - a fixed position wall bar

This list is not exhaustive.

Learners should have access to a suitable facility or environment to deliver the physical activity sessions, such as a fitness studio, gym or community hall. They should also have access to:

- comprehensive library and digital resources
- the 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 conditions

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 should be 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 have appropriate checks in place to ensure health and safety and correct insurance is in place for learners.

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# Information for centres

## Equality and inclusion

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

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

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

## Internal and external verification

You must make sure all instruments of assessment you use in this qualification are 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 this qualification.

More information on internal and external verification is available in SQA's [Guide to Assessment](#) and in [Next Generation: Higher National Quality Assurance — Guidance for Centres](#).

# Glossary

**SQA credits:** 1 SQA credit equals 8 SCQF credit points.

**SQA credit value** indicates the contribution the unit makes to an SQA qualification. An SQA credit value of 1 represents approximately 40 hours of learning, teaching and assessment.

**SCQF:** the Scottish Credit and Qualifications Framework (SCQF) is Scotland's national framework for describing qualifications. We use SCQF terminology in this guide to refer to credits and levels. [For more information on the SCQF, visit the SCQF website.](#)

**SCQF credit points** indicate the amount of learning required to complete a qualification. NextGen HNCs and HNDs are worth 120 SCQF credit points.

**SCQF levels** indicate how hard the qualification is to achieve. The SCQF covers 12 levels of learning. NextGen HNCs are at SCQF level 7 and NextGen HNDs are at SCQF level 8.

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# Information for learners

## PDA in Management of Long-Term Health Conditions for Exercise Practitioners

This information explains:

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

### Qualification information

The Professional Development Award (PDA) in Management of Long-Term Health Conditions for Exercise Practitioners supports the changing landscape of the sector. It is in line with government and public health guidance and initiatives, as we see an increasing number of people in society become more active and understand the importance of looking after their health and wellbeing. The PDA meets the requirements of the CIMSPA Professional Standard for Working with Clients with Long-Term Conditions and allows you to gain employment in a variety of roles and have a better understanding of how you can support clients to navigate the range of organisations that support people in becoming more active and leading a healthy lifestyle.

This PDA gives you knowledge, skills and understanding of a range of LTHCs. You learn about 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. It prepares you for employment in the physical activity and health sector, to work with people living with LTHCs (comorbidities and multi-morbidities) or those at high or higher risk of developing a long-term condition or conditions, and examines the importance of maintaining CPD and 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 LTHCs. You also analyse behaviours that influence health and how inactivity contributes towards developing or living with LTHCs. You look at current research and evidence-based practice used to support people with LTHCs along with local physical activity services or providers.

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

This PDA also sits in the NextGen: HND Physical Activity and Health mandatory section.

### **Meta-skills**

You 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, and carry out activities 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:** November 2024 (version 0.1)

## History of changes

Version	Description of change	Date

Please check [SQA's website](#) to ensure you are using the most up-to-date version of this unit.

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 more information on NextGen: HN Qualifications please email [nextgen@sqa.org.uk](mailto:nextgen@sqa.org.uk).