

# Next Generation Professional Development Award Educator Guide

## Professional Development Award in Sport and Physical Activity for Children at SCQF level 8

Qualification code: GV26 48

Valid from: session 2024 to 2025

**Prototype for pilot delivery only**

This guide provides information about the Professional Development Award (PDA) in Professional Development Award in Sport and Physical Activity for Children 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 the Professional Development Award (PDA) reflects the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) Professional Standard: Population Specialism — Working with Children. This PDA also sits in the Next Generation (Next Gen) Higher National Diploma (HND) Physical Activity and Health optional section.

This PDA develops learners' underpinning knowledge and skills that exercise practitioners or coaches need in order to work with children with a range of different needs in a sport or physical activity setting. They:

- increase their knowledge of current legislation
- ensure safe and inclusive practice when they plan and deliver physical activity sessions
- gain critical knowledge of the key development stages across four domains (physical, cognitive, emotional, and social)
- understand factors that may influence participation
- develop practical skills to plan, deliver and evaluate sport or physical activity sessions for children aged 5 to 18 years
- build on the foundational knowledge for a variety of roles in the physical activity and health sector
- support clients on their journey toward more positive health behaviours.

Learners can transfer their knowledge and skills to other roles in the physical activity and health sector.

This qualification 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.

## 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 the following mandatory unit:

### Mandatory unit

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

This PDA embeds the CIMSPA Professional Standard Population Specialism — Working with Children.

# Aims of the qualification

Due to the recognised benefits of physical activity that are being integrated into public health policy, there is greater demand to have an appropriately knowledgeable, skilled and adaptable workforce. The 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 World Health Organisation's Global Action Plan on Physical Activity.

The PDA 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 the 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, 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 for children and young people.
3. Develop a sound understanding of the stages of child development and factors that can influence participation in physical activity.
4. Develop knowledge to efficiently design, adapt and modify physical activity sessions for children and young people within their scope of practice.
5. Deliver and adapt physical activity and exercise programmes based on the physical, psychological and developmental needs for a selected group of children.
6. Develop a good understanding of the importance of care-givers, family and peer group on the progress and engagement of the selected group of children, and seek to develop a productive relationship as appropriate.
7. Use credible, up-to-date national resources and guidance to inform scope of practice.
8. Develop working practices to the current accepted professional standards for Working with Children.

## Who is this qualification for?

This qualification is suitable for learners who want to further develop their knowledge and skills to gain employment in the physical activity and health sector.

Learners must have one or more of the following:

- HNC Physical Activity and Health
- HNC Fitness, Health and Exercise
- recognised gym instructor or group exercise instructor qualification

Centres must ensure learners carrying out the qualification are at least 16 years old before the course starts, due to student public liability insurance requirements. Centres should note that learners aged between 16 and 18 may still need to be supervised in the workplace, once they have achieved this PDA.

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## 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](#).

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## Articulation and progression

Learners who complete this qualification could go on to:

- other qualifications in physical health and activity or related areas
- further study, employment and/or training
- a range of specialisms including:
  - personal trainer practitioner
  - 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 accredited strength and conditioning coach
  - mental health and/or dementia specialist instructor

Learners who have completed this PDA would benefit from having a formally recognised First Aid at Work Qualification.

## Professional recognition

The following Professional Standard on the CIMSPA standards framework:

- Professional Standard: Population Specialism — Working with Children.

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.

## **Transitional arrangements**

The PDA in Sport and Physical Activity for Children 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 CIMSPA standards.
- 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
J7CE 48	Sport and Physical Activity for Children	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
J7CE 48	Sport and Physical Activity for Children	X	X	X	X	X	X	X	X

**Table 2: mapping units to CIMSPA standards**

**Chartered Institute for the Management for Sport and Physical Activity (CIMSPA)**

The PDA in Sport and Physical Activity for Children has been mapped to the following Professional Standard for Population Specialism Professional Standards — Working with Children from CIMSPA.

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

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K1.1.1	United Nations Convention on the Rights of the Child (UNCRC)	Outcome 2	Portfolio
K1.1.2	United Nations Convention on the Rights of the Child (UNCRC)	Outcome 2	Portfolio
K1.2	UNESCO International Charter of Physical Activity and Sport	Outcome 2	Portfolio
S1.1	Support the rights of the child	Outcome 3, Outcome 4	Portfolio

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
S1.2	Support accessibility of sport and physical activity	Outcome 3, Outcome 4	Portfolio

## **2. Safe and inclusive practice when working with children**

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K2.1.1	Safe environments	Outcome 2	Portfolio
K2.1.2	Safe environments	Outcome 2	Portfolio
K2.2.1	Safe practice	Outcome 2	Portfolio
K2.2.2	Safe practice	Outcome 2	Portfolio
K2.3.1	Inclusive practice	Outcome 2	Portfolio
K2.3.2	Inclusive practice	Outcome 2	Portfolio
S2.1.1	Safe and inclusive delivery	Outcome 3	Portfolio
S2.1.2	Safe and inclusive delivery	Outcome 3, Outcome 4	Portfolio

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
S2.1.3	Safe and inclusive delivery	Outcome 3, Outcome 4	Portfolio

### 3. The development stages of children

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K3.1.1	Child development models	Outcome 1	Portfolio
K3.1.2	Child development models	Outcome 1	Portfolio
K3.1.3	Child development models	Outcome 1	Portfolio
K3.1.4	Child development models	Outcome 1	Portfolio
K3.2	Children's physical development	Outcome 1	Portfolio
K3.3	Children's social development	Outcome 1	Portfolio
K3.4	Children's emotional development	Outcome 1	Portfolio



<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K3.5	Children's cognitive development	Outcome 1	Portfolio
S3.1.1	Delivering sport and physical activity considering the whole child	Outcome 3	Portfolio
S3.1.2	Delivering sport and physical activity considering the whole child	Outcome 4	Portfolio
S3.1.3	Delivering sport and physical activity considering the whole child	Outcome 4	Portfolio
S3.1.4	Delivering sport and physical activity considering the whole child	Outcome 4	Portfolio

#### 4. External factors influencing participation in sport and physical activity

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K4.1	Personal influencers	Outcome 4	Portfolio
K4.2	Education influencers	Outcome 4	Portfolio
K4.3	External influencers	Outcome 4	Portfolio
S4.1.1	Reducing barriers to participation	Outcome 4	Portfolio
S4.1.2	Reducing barriers to participation	Outcome 4	Portfolio

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

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K5.1.1	People who influence participation	Outcome 3	Portfolio
K5.1.2	People who influence participation	Outcome 3	Portfolio

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K5.2	Communicating with others	Outcome 4	Portfolio
K5.3	Positive learning environment	Outcome 3	Portfolio
S5.1	Embedding policy	Outcome 3	Portfolio
S5.2	Positive relationships	Outcome 4	Portfolio
S5.3	Positive learning environments	Outcome 4	Portfolio

## 6. Positive behaviour management

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K6.1	Positive behaviour management	Outcome 4	Portfolio
K6.2	Differentiation	Outcome 4	Portfolio
K6.3	Positive learning environment	Outcome 4	Portfolio

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
S6.1	Motivating children	Outcome 4	Portfolio
S6.2	Managing behaviours	Outcome 4	Portfolio
S6.3	Modelling positive behaviour	Outcome 4	Portfolio
S6.4	Positive learning environment	Outcome 4	Portfolio

## 7. Health and wellbeing of children

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K7.1	National health guidance	Outcome 3	Portfolio
K7.2	Nutrition	Outcome 3	Portfolio
K7.3	Developing the whole child	Outcome 3	Portfolio
S7.1.1	Needs of children	Outcome 3	Portfolio
S7.1.2	Needs of children	Outcome 3	Portfolio

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
S7.2	Wider life skills	Outcome 3	Portfolio

## **8. Working with a team of children's specialists**

<b>Ref</b>	<b>Knowledge and understanding</b>	<b>PDA's evidence requirements</b>	<b>Assessment method</b>
K8.1.1	Enablers of participation	Outcome 2	Portfolio
K8.1.2	Enablers of participation	Outcome 2	Portfolio
K8.1.3	Enablers of participation	Outcome 2	Portfolio
K8.1.4	Enablers of participation	Outcome 2	Portfolio
S8.1	Teamworking	Outcome 2	Portfolio
S8.2	Supporting teams	Outcome 2	Portfolio

## 9. Professional practice when working with children

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K9.1	Values	Outcome 2	Portfolio
K9.2	Industry good practice	Outcome 2	Portfolio
S9.1	Adapting	Outcome 4	Portfolio
S9.2	Professional conduct	Outcome 4	Portfolio

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### Table 3: assessment strategy for the qualification

The following information is provided 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.

All main assessment methods are carried out in open-book conditions.

Outcome	Main assessment methods
<p><b>1. Examine the stages of child development and factors that influence physical activity.</b></p>	<p>You can assess outcomes 1 and 2 holistically. Learners must generate evidence through stand-alone assignments, oral questioning, or as part of an overall unit project and/or portfolio. Learners can also produce evidence through a PowerPoint presentation, magazine article, assignment, report or case study.</p>
<p><b>2. Research current legislation and inclusive practice to support physical activity sessions for children.</b></p>	<p>You can assess outcomes 1 and 2 holistically. Learners must generate evidence through stand-alone assignments, oral questioning, or as part of an overall unit project and/or portfolio. Learners can also produce evidence through a PowerPoint presentation, assignment, report, case study, portfolio or professional discussion.</p>
<p><b>3. Design physical activity sessions for a selected group of children aged 5 to 18 years.</b></p>	<p>Learners produce written or oral evidence to cover all assessment criteria — 12 session plans and one risk assessment. Learners produce a series of progressive session plans. Planned activities can include:</p> <ul style="list-style-type: none"> <li>• coaching children to learn a new skill</li> <li>• instructing children to improve their fitness</li> <li>• delivering sport or fitness activities for fun and enjoyment</li> </ul>

Outcome	Main assessment methods
<b>4. Deliver and evaluate physical activity sessions for a selected group of children.</b>	Learners produce evidence through practical delivery of six of out of the 12 planned sessions to demonstrate their understanding of the knowledge and skills section. One session is observed by the assessor (the session should last a minimum of 45 minutes). You must use an assessor observation checklist. Learners produce evidence through a self-reflective log for each session they deliver (a minimum of six). Learners should produce an overall critical evaluation report of the block of activity sessions.

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# 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.

Every NextGen: HN unit signposts opportunities for learners to develop meta-skills.

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 Sport and Physical Activity for Children

## Self-management

This meta-skill includes:

- focusing:
  - sorting information into categories and understanding the relationship between that information
- integrity:
  - making decisions
  - employing a considered choice
- adapting:
  - refining the ability to critically reflect on new knowledge and experiences to gain a deeper understanding
  - embedding and extending learning
- initiative:
  - using intuition and careful thought

## Social intelligence

This meta-skill includes:

- communicating
  - receiving, understanding and processing verbal or written communication when working with children and/or parents
  - communicating with an organisation to organise activity sessions

- giving information
- listening to others
- feeling:
  - developing skills in empathy
  - understanding sustainability
- collaborating:
  - building relationships when supporting and educating a group of children and parents
- leading:
  - inspiring, influencing and motivating others

## **Innovation**

This meta-skill includes:

- curiosity:
  - asking questions
  - researching
  - generating ideas
  - visualising
- creativity:
  - creating enjoyable physical activity sessions
  - responding to different situations and adapting
  - motivating children in different ways
  - engaging with and understanding industry practice
  - coming up with solutions to problems when working with children

- sense-making:
  - analysing physical activity readiness questionnaires (PAR-Qs)
  - understanding children's development needs
  - making sense of constant changes when working with children
  - evaluating and making decisions for future sessions
  
- critical thinking:
  - developing problem-solving skills
  - researching and sorting information
  - responding to problems and changing environments

Learners can plan how they use and develop their meta-skills as part of their portfolio or e-portfolio for working with clients. You can have a discussion on the best ways to make time for studying, reading over class notes and presentations, carrying out research and internet searches, as this will be helpful in encouraging 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 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 this is encouraged as self-reflection and development form a key part of the qualification, to allow learners to build their own path into employment and become a confident, autonomous practitioner.

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.

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 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 PDA

## Qualifications

Next Generation HN Qualifications have been developed with sustainability as a core component.

This PDA sits within the Next Generation HND Physical Activity and Health and 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

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.

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

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



## 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 2 (zero hunger)
- SDG 3 (good health and wellbeing)
- 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 pilot, 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 in the PDA in Sport and Physical Activity for Children. 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.

The PDA in Sport and Physical Activity for Children provides learners with knowledge and practical skills to deliver sport or physical activity sessions to young children or adolescents.

You should emphasise to learners the importance of theoretical knowledge and applied practical skills for when they deliver sessions and evaluate their own practice. Learners research child development stages and the Youth Physical Development (YPD) Model evidence. They also develop their own meta-skills in a sport and physical activity context and they may carry out some research in relation to sustainability.

Possible delivery methods include:

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

Assessors and Internal Verifiers must hold an industry-specific qualification equivalent to the CIMSPA Professional Standards embedded in the PDA in Sport and Physical Activity for Children. Centre staff should have relevant industry experience and be able to demonstrate industry relevant continuing professional development (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, 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, you can assess outcomes 1 and 2 holistically. Learners can examine the stages of child development and factors that influence physical activity at the same time as researching current legislation and inclusive practice to support physical activity sessions for children. 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 the PDA in Physical Activity for Children qualification, 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, or group of clients.

## **Resource requirements**

Centres delivering the PDA in Sport and Physical Activity for Children require staff to have relevant, recognised industry qualifications. We strongly recommend delivering

staff have current and/or previous industry experience of delivering physical activity sessions to children. Centres should already have established processes to ensure staff are appropriately qualified to deliver in this subject area. For new centres, delivering staff must have an exercise or fitness-based subject qualification at SCQF level 8 or above, or a relevant industry-recognised qualification.

Learners must have access to a range of activity and sports equipment, that is appropriate for the age and size of the group, including:

- hoops, bean bags, cones, balls, footballs, basketballs, rackets, a parachute
- small gym equipment, such as mats, skipping ropes, steps, ladders

Learners should have access to a suitable and safe space to deliver activity sessions (for example a games hall, studio, fitness suite, outdoor space). They should also have access to:

- comprehensive library and digital resources, including those required by neurodiverse client groups
- the UK, National and Local Framework, strategy, and policy documents
- specialist and subject-specific resources, for example original research articles and textbooks
- UK Coaching's [Youth Physical Development \(YPD\) Model](#)
- Long-Term Athlete Development (LTAD) Model
- UK Coaching's [Male and Female YPD Model](#)

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

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

# 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 Sport and Physical Activity for Children at SCQF level 8

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 Sport and Physical Activity for Children supports the changing landscape of the sector. During the PDA, you develop a broad understanding of current legislation, policy, and procedures for the rights of a child, and safe and inclusive practice. You gain critical understanding and knowledge of the key development stages across four domains (physical, cognitive, emotional and social). This allows you to gain the necessary knowledge and skills to develop appropriate activity plans and to deliver and evaluate a series of activity sessions.

Before you start the PDA, you should have some experience and/or participation in a sport or fitness environment. You should also have communication skills equivalent to at least SCQF level 6. You must understand and comply with child protection procedures and have a current protecting vulnerable groups (PVG) certificate.

During the PDA, you plan 12 progressive activity sessions and deliver a minimum of six. One session is assessed. You select what group you work with (aged 5 to 11 years or 12 to 18 years) and what type of activity sessions you deliver. You justify your selection

of activities and identify potential benefits of participation in relation to your selected group.

You develop your communication skills, group management strategies and understand how to motivate individuals and groups.

During the PDA, you:

- complete one risk assessment for the activity block that is safe and inclusive
- carry out dynamic risk assessments each week
- evaluate weekly sessions, reflecting on your own performance and planned activities
- complete a final critical evaluation report to draw conclusions on the whole experience
- reflect on what your strengths and weakness are
- research potential continuing professional development (CPD) to further develop your skills

Throughout the PDA, you develop meta-skills to enhance your employability in the physical activity and health sector. Meta-skills include self-management, social intelligence, and innovation.

On completion of the PDA, you can work with children in a sport or physical activity setting. You can register with the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) for the Professional Standard: Population Specialism — Working with Children.

## **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, carry out activities to develop and demonstrate 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.

### **Self-management**

This meta-skill includes developing the ability to focus. You sort information into categories and understand the relationship between that information. You develop adaptability, where you refine the ability to critically reflect on new knowledge and experiences to gain a deeper understanding, and embed and extend your learning. This unit supports your ability to make decisions and employ a considered choice after appropriately using intuition and careful thought.

### **Social intelligence**

This includes developing your level of communication through the ability to receive, understand and process verbal or written communication. You communicate with an organisation to organise activity sessions, receiving information to and/or from children and/or parents; give information; and listen to others when working with children and/or parents.

You develop social skills, empathy, an understanding of how others feel when working with children, and sustainability. You can build relationships when supporting and educating your group of children and parents. You are leading, inspiring and motivating children through activity sessions.

### **Innovation**

This unit encourages curiosity, critical thinking, and creativity by asking questions; researching; generating ideas; visualising; problem-solving; engaging with and understanding industry practice; creating enjoyable physical activity sessions; responding to different situations and adapting; motivating children in different ways; and coming up with solutions to problems when working with children. Sense-making is

developed through the process of analysing physical activity readiness questionnaires (PAR-Qs); understanding children's development needs; and making sense of constant changes when working with children. Evaluating and making decisions for future sessions. Throughout the unit, you develop critical thinking by problem solving, researching and sorting information, and responding to problems and changing environments.

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# Administrative information

**Published:** December 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).