

# Next Generation Higher National Unit Specification

## Sport and Physical Activity for Children (SCQF level 8)

**Unit code:** J7CE 48  
**SCQF level:** 8 (16 SCQF credit points)  
**Valid from:** session 2024–25

### **Prototype unit specification for use in pilot delivery only (version 2.0) August 2024**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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## Unit purpose

This unit allows learners to develop the underpinning knowledge and skills required for exercise practitioners or coaches to work with children with a range of different needs in a sport or physical activity setting. Learners increase their knowledge of current legislation to ensure safe and inclusive practice when they plan and deliver physical activity sessions. They gain critical knowledge of the key development stages across four domains (physical, cognitive, emotional, and social), and understand factors that may influence participation. Learners develop practical skills to plan, deliver and evaluate sport or physical activity sessions for children aged 5 to 18 years.

## Entry requirements

Learners must have completed one of the following qualifications before undertaking the Professional Development Award (PDA) in Sport and Physical Activity for Children:

- ◆ Higher National Certificate (HNC) Physical Activity and Health
- ◆ HNC Fitness, Health and Exercise
- ◆ an industry-recognised fitness qualification, for instance Gym Instructor or Group Exercise Instructor

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.

We recommend that learners have some experience and/or participation in a sport or fitness environment. We recommend that learners carrying out this unit have communication skills to a level equivalent to at least SCQF level 6.

Learners must understand and comply with child protection procedures and have a current Protecting Vulnerable Groups (PVG) certificate.

The unit is an optional unit in the Next Generation: Higher National Diploma (HND) in Physical Activity and Health (SCQF level 8) or can be delivered as a stand-alone unit in the PDA in Sport and Physical Activity for Children (SCQF level 8).

Learners who complete the PDA in Physical Activity for Children as part of the HND in Physical Activity and Health or as a stand-alone professional development award (PDA) can register with the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) Professional Standard: Population Specialism — Working with Children.

## Unit outcomes

Learners who complete this unit can:

- 1 examine the stages of child development and factors that influence physical activity
- 2 research current legislation and inclusive practice to support physical activity sessions for children
- 3 design physical activity sessions for a selected group of children aged 5 to 18 years
- 4 deliver and evaluate physical activity sessions for a selected group of children

## Evidence requirements

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

### Examine the stages of child development and factors that influence physical activity (outcome 1)

You can assess outcomes 1 and 2 holistically, under open-book conditions.

Learners must:

- ◆ examine child development for young children (aged 5 to 11 years) and adolescents (aged 12 to 18 years) for physical, social, emotional and cognitive development
- ◆ identify the relationship between physical, social, emotional and cognitive development
- ◆ evaluate the stages of children's physical, social, emotional, and cognitive development, and factors that might influence or be influenced by it
- ◆ research a range of child development models
- ◆ analyse the application of one child development model used in sport and physical activity

### Research current legislation and inclusive practice to support physical activity sessions for children (outcome 2)

You can assess outcomes 1 and 2 holistically, under open-book conditions.

Learners must:

- ◆ research the United Nations Educational, Scientific and Cultural Organization (UNESCO) rights of a child and access to sport and physical activity, and refer to the United Nations Convention on the Rights of the Child (UNCRC)
- ◆ explain what safe practice is and how to facilitate a safe environment
- ◆ explain what inclusive practice is and how to facilitate an inclusive environment
- ◆ explain the importance of professional practice when working with children
- ◆ identify those who might support children's participation in sport or physical activity, and identify the key skills required
- ◆ select an organisation and research organisational policies and procedures for different roles within sport or physical activity

- ◆ explain the importance of professional conduct when working with children

### **Design physical activity sessions for a selected group of children aged 5 to 18 years (outcome 3)**

Learners must:

- ◆ plan a minimum of 12 progressive activity sessions (for a minimum of 45 minutes per session) across all relevant domains (physical, cognitive, emotional, and social), for either children aged 5 to 11 years or 11 to 18 years, to meet the children's needs
- ◆ produce a risk assessment that covers the participants, environment, and activity. Learners must carry out a dynamic risk assessment at each activity session and include any updates in a weekly evaluation log

Learners' session plans must include:

- ◆ aims and objectives of session (benefits linked to child development domains)
- ◆ a justification of their selection of activities
- ◆ identification of the child development model they utilised
- ◆ explanation of how their selected activities and environment are inclusive
- ◆ group details (age, number, gender, ability, disability, medical conditions)
- ◆ details of all activities in warm-up, skills, main activity and cool-down
- ◆ timings for each element
- ◆ details of all teaching points
- ◆ evidence that they have planned their sessions in line with current health and safety guidelines
- ◆ equipment required

Learners must justify their selections and identify benefits of their planned activities. They must explain how to maintain and create a positive learning environment. Activity sessions must be planned in line with the UK Chief Medical Officer's (CMO) Physical Activity Guidelines 2019, and meet current legislation regarding child protection and the rights of the child.

### **Deliver and evaluate physical activity sessions for a selected group of children (outcome 4)**

Learners must:

- ◆ deliver a minimum of six planned progressive activity sessions
- ◆ provide opportunities for children to develop and practice their physical, social, emotional and cognitive skills
- ◆ demonstrate their ability to adapt practices to suit children's development stages (physical, social, emotional and cognitive)
- ◆ demonstrate their ability to motivate, effectively communicate, and manage behaviour
- ◆ demonstrate their professional conduct in delivery of activity sessions

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- ◆ evaluate each activity session they delivered and consider their personal performance, activities delivered, inclusion and behaviour management. Learners should reflect on any adaptations and/or progressions required for future sessions
- ◆ critically evaluate the block of six progressive activity sessions they delivered. Learners should consider feedback from children, parents or carers, and assessors
- ◆ analyse feedback and identify strengths and weaknesses
- ◆ evaluate the implementation of the selected child development model and how each session benefitted the development of the child and/or group
- ◆ research potential continual professional development (CPD) to develop personal practice

You can assess learners through live observation or recorded video submissions for one of the planned sessions. You must use an assessor observation checklist.

## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ whole-child development through different domains, for example physical, social, emotional, cognitive</li> <li>◆ the relationship between the different domains</li> <li>◆ a range of child development models, for example the youth physical development (YPD) model</li> <li>◆ the application of a child development model in sport and physical activity</li> <li>◆ children’s physical development</li> <li>◆ children’s social development</li> <li>◆ children’s emotional development</li> <li>◆ children’s cognitive development</li> <li>◆ the stages of children’s physical, social, emotional and cognitive development and factors that might influence it or be influenced by it</li> </ul>	
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the components of the UNCRC, including the right to education, play, health, and respect for privacy and family life</li> <li>◆ the application of the UNCRC in sport and physical activity</li> <li>◆ UNESCO guidelines on access to sport and physical activity</li> <li>◆ what is a safe environment for a child</li> <li>◆ the process for challenging when environments are deemed unsafe</li> </ul>	

Knowledge	Skills
<p><b>Outcome 2 (continued)</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the professional boundaries required when working with children</li> <li>◆ how to identify the values necessary to work with children</li> <li>◆ the process for challenging practices and/or activities that are deemed unsafe</li> <li>◆ the importance of providing inclusive practice</li> <li>◆ the elements of an inclusive environment</li> <li>◆ how to identify those who might support children’s participation, for example assistant coach, young volunteer, apprentice, activity assistant, club welfare officer</li> <li>◆ the role of those who might support children’s participation</li> <li>◆ the skills required for different roles and the associated parameters</li> <li>◆ how to deploy different roles effectively, for example, which roles require Disclosure and Barring Service (DBS) checks</li> <li>◆ good practice in the industry when working with children, for example, professional ethics, values, and how to apply the legislation</li> </ul>	
<p><b>Outcome 3</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to maintain a positive learning environment</li> <li>◆ the range of people who might influence a child's participation</li> <li>◆ the potential wants and needs of the range of people who might influence a child’s participation</li> </ul>	<p><b>Outcome 3</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ support accessibility of sport and physical activity</li> <li>◆ develop activities in accordance with UNESCO and UNCRC guidelines on access to sport and physical activity</li> <li>◆ provide an inclusive and safe sport and physical activity environment for children</li> </ul>

Knowledge	Skills
<p><b>Outcome 3 (continued)</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ an organisation’s policies and procedures to support communication with the range of people who might influence a child’s participation, including those procedures designed to promote positive engagement, and who to report inappropriate behaviour to</li> <li>◆ how to maintain a positive learning environment</li> <li>◆ the CMO’s Physical Activity Guidelines for children and young people (5 to 18 years)</li> <li>◆ the nutritional requirements for children at different stages of physical development</li> <li>◆ reasons to develop the whole child through sport and activity, for example wider life skills</li> </ul>	<p><b>Outcome 3 (continued)</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ demonstrate delivery of inclusive activities for children</li> <li>◆ adhere to appropriate procedures and professional standards</li> <li>◆ plan progressive activities across all relevant domains including: <ul style="list-style-type: none"> <li>— physical, for example fundamental movement skills, bodyweight management training, relative age effect, transitions</li> <li>— cognitive, for example Piaget’s cognitive theories: sensorimotor theory, pre-operational theory, concrete operational theory, formal operational theory</li> <li>— emotional, for example emotional self-awareness, recognising other’s emotions, emotional regulation</li> <li>— social, for example social skills, confidence, competence, autonomy, decision making, leadership, relatedness and connection, transitions</li> </ul> </li> <li>◆ apply the following models during planning and delivery: <ul style="list-style-type: none"> <li>— YPD model</li> <li>— long-term athlete development model (LTAD)</li> <li>— male and female youth development model</li> <li>— fundamental movement skills (FMS)</li> </ul> </li> <li>◆ demonstrate their adherence to organisational policies that support participation</li> </ul>



Knowledge	Skills
<p><b>Outcome 4</b>                      Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ methods to differentiate groups to support attainable individual challenges</li> <li>◆ how to support children to take ownership of, and manage, a positive learning environment</li> <li>◆ personal factors that may have an impact on participation, for example family, other physical activities, social activities, transitions</li> <li>◆ educational factors that may have an impact on participation in:                             <ul style="list-style-type: none"> <li>— primary school</li> <li>— secondary school</li> <li>— further education changes</li> <li>— school-club links</li> <li>— transitions</li> </ul> </li> <li>◆ how to identify and respond to external factors that may influence participation</li> </ul>	<p><b>Outcome 4</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ deliver activities in accordance with the UNESCO and UNCRC guidelines on access to sport and physical activity</li> <li>◆ support accessibility of sport and physical activity</li> <li>◆ deliver inclusive activities for children</li> <li>◆ adhere to appropriate procedures and professional standards</li> <li>◆ deliver progressive activities that develop children across all relevant domains — physical, social, emotional, cognitive</li> <li>◆ adapt activities based on the development needs of the child</li> <li>◆ evaluate activities that develop children across all relevant domains — physical, social, emotional, cognitive</li> <li>◆ reduce barriers to participation</li> <li>◆ provide support to children facing external challenges to their participation in sport and physical activity</li> <li>◆ provide signposting to children facing external challenges to their participation in sport and physical activity</li> <li>◆ demonstrate positive working relationships with adults who can influence children’s participation</li> <li>◆ reinforce positive messages linked to sport, physical activity and health</li> <li>◆ deal with conflict with adults who can influence participation</li> <li>◆ demonstrate the development of a positive learning environment and culture</li> <li>◆ deliver engaging sessions that motivate all children</li> <li>◆ demonstrate behaviour management of individuals and groups in an appropriate manner</li> </ul>

Knowledge	Skills
	<p><b>Outcome 4 (continued)</b>                      Learners can:</p> <ul style="list-style-type: none"> <li>◆ demonstrate modelling of appropriate behaviours, for example person and group responsibility and self-management</li> <li>◆ demonstrate the development of a positive learning environment through a fair and consistent approach</li> <li>◆ deliver activities that meet the strength, muscular and skeletal development needs of children</li> <li>◆ deliver activities that contribute to the achievement of the CMO guidelines</li> <li>◆ relate the life skills being developed to the children’s wider lives</li> <li>◆ demonstrate the use of a team to deliver inclusive, safe and engaging activities</li> <li>◆ refer to the importance of recruitment checks, mentoring, and support offered to assistant roles</li> <li>◆ demonstrate adaptations in engagement to meet children’s needs, motivations, and context</li> <li>◆ demonstrate professional conduct when working with children</li> <li>◆ evaluate the activity session they have delivered, their personal performance, activities delivered, and their inclusion and behaviour management</li> <li>◆ reflect on any adaptations and or progressions required for future sessions</li> <li>◆ critically evaluate the block of six progressive activity sessions delivered</li> <li>◆ identify strengths and weaknesses</li> <li>◆ evaluate the implementation of the selected child development model</li> <li>◆ research potential CPD to develop personal practice</li> </ul>

## Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the physical activity and health sector.

### Self-management

This meta-skill includes:

- ◆ focusing: sorting information for activity sessions; focusing on the child's needs; adapting sessions based on feedback; educating children on components of a healthy lifestyle; observing and correcting technique during sessions — in outcomes 3 and 4
- ◆ integrity: understanding ethics; acting on values and principles; work ethic; timekeeping; reliability; discipline; trustworthiness when working with children; carrying out a self-assessment of meta-skills — in outcomes 1, 3 and 4
- ◆ adapting: adapting coaching style; decision making; being responsible; responding to changes when working with clients; reviewing activity sessions based on evaluations and feedback — in outcomes 3 and 4
- ◆ initiative: decision making; independent thinking; self-belief; motivation; responsibility when risk-assessing and when working with children; evaluating sessions; assessing own meta-skills development — in outcomes 3 and 4

### Social intelligence

This meta-skill includes:

- ◆ communicating: receiving information from children and/or parents; giving information; listening to others when working with children and/or parents; verbal and non-verbal communication during activity sessions; communicating with local authority (schools, active schools) to organise activity sessions — in outcomes 3 and 4
- ◆ feeling: sense of responsibility; empathy; understanding how others feel when working with children; sustainability — in outcomes 2, 3 and 4
- ◆ collaborating: operating in different settings; building relationships with children and/or parents; working towards shared goals; team-working with other professionals — in outcomes 1, 2, 3 and 4
- ◆ leading: inspiring and motivating others; influencing others and being a role model; developing others when working with children and/or parents — in outcomes 3 and 4

### Innovation

This meta-skill includes:

- ◆ curiosity: noticing significant information; asking questions; information sourcing; problem recognition; evaluating sessions; assessing own meta-skills development — in outcomes 1, 2, 3 and 4
- ◆ creativity: creating enjoyable physical activity sessions; responding to different situations and adapting; motivating children in different ways; coming up with solutions to problems when working with children — in outcomes 3 and 4

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- ◆ sense-making: analysing physical activity readiness questionnaire (PAR-Q) forms; understanding children's development needs; making sense of constant changes when working with children; evaluating sessions; assessing own meta-skills development — in outcomes 1, 2, 3 and 4
- ◆ critical thinking: problem solving; evaluating sessions; researching information; responding to problems and changing environments; assessing risks — in outcomes 1, 2, 3 and 4

## Delivery of unit

We recommend that you have industry experience and qualifications in working with children in physical activity and/or sport.

Physical activity and sport session environments should be 'real life' in the workplace setting and, where possible, be arranged and delivered through organisations such as Active Schools, national governing bodies, or your local authority sport development team. Where possible, delivery staff should supervise learners to provide support and feedback.

You can assess outcomes 1 and 2 holistically. This provides learners with the knowledge and understanding they need to plan and deliver effective activity sessions appropriate for the target group.

Learners produce 12 activity session plans and one risk assessment for outcome 3. In outcome 4, when learners deliver the activity sessions, you must assess them with an assessor observation checklist.

After each exercise session that learners deliver, they must self-reflect, evaluate their own performance and the activities they delivered, and consider improvements and/or changes for future delivery. After the 6-week physical activity block, learners complete an overall evaluation report. Learners identify their personal strengths and weaknesses and then research potential CPD to develop further.

## Physical and specialist resources

Your centre may organise National Governing Body training courses for learners, depending on learner interest, availability of courses, and demand in the local area. Courses may include the Scottish Football Association (SFA) Early Touches coaching course, the Basketball Scotland Skills Coach — Award, and UK Coaching Certificates (UKCC) Level 1 in specific sports.

Your centre could organise first aid training and child protection courses for all learners before the activity block commences. Your centre should liaise with local organisations to ensure adult-to-child ratios are met, as well as any other legal requirements to ensure the safety of all children and workers.

Your centre must have:

- ◆ access to a group of children for a minimum of six sessions
- ◆ a suitable and safe space to deliver activity sessions (for example a games hall, studio, fitness suite, outdoor space)
- ◆ a range of activity and sports equipment that is appropriate for the age and size of the group, for example hoops, bean bags, cones, balls, footballs, basketballs, rackets, parachute
- ◆ small gym equipment, such as mats, skipping ropes, steps, ladders

## **Professional recognition**

Learners who complete the PDA in Physical Activity for Children as part of the HND in Physical Activity and Health or as a stand-alone PDA can register with CIMSPA for the Professional Standard: Population Specialism — Working with Children.

## Additional guidance

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 evidence that is based on child development stages and the YPD model. They also develop their own meta-skills in a sport and physical activity context and may carry out some research in relation to sustainability (see the Educator Guide for further details).

## Approaches to delivery

### Examine the stages of child development and factors that influence physical activity (outcome 1)

Content should include:

- ◆ emphasis of the fact that children are not mini adults
- ◆ how learners should interpret child development models, for example YPD model and LTAD model, to meet a child's needs, and understand limitations and factors that may affect participation
- ◆ evidence that learners have researched relevant theories to increase knowledge and understand across the four domains and stages

Learners should have knowledge and understanding of:

- ◆ physical: musculoskeletal growth and maturation; cardiorespiratory; energy and nervous systems
- ◆ social: enjoyment; confidence and independence; self-centred; self-esteem; self-image; cooperating and working in groups; consideration of others; friendship; dealing with conflict; dealing with success and failure; dealing with different roles and rules; decision making; leadership; relatedness and connection with peers and adults
- ◆ emotional: identify stages of emotional development and associated models, for example Maslow's Hierarchy of Needs (1934/1999), Erikson's Emotional Development Theory (1959); self-centred; self-esteem and self-image
- ◆ cognitive: stages of learning; cognitive skills (awareness and understanding); memory development; concentration; language and literacy; Piaget's Theory of Cognitive Development (sensorimotor, pre-operational, concrete operational and formal operational theory)

This is not an exhaustive list.

## **Research current legislation and inclusive practice to support physical activity sessions for children (outcome 2)**

You should refer to the UNCRC. Learners should identify the child's right to:

- ◆ education
- ◆ play
- ◆ health
- ◆ respect for privacy and family life

You should utilise the UNESCO International Charter of Physical Activity and Sport. Learners should describe the UNESCO guidelines on access to sport and physical activity.

Content should include:

- ◆ safe environments: learners should identify and understand what a safe environment is and what to do if deemed unsafe. Teach learners how to produce a risk assessment, identify hazards and the controls that reduce risk, and how to carry out a dynamic risk assessment
- ◆ safe practice: professional boundaries — duty of care, PVG certification
- ◆ inclusive practice and environment: learners should gain knowledge of inclusive practice and identify elements of an inclusive environment. They should also be familiar with the four key features of inclusion (present, participating, achieving and supporting) that can help set expectations and evaluate inclusive practice. When used together, these four features support the delivery of inclusive learning environments for all children and young people and enable them to reach their full potential

Learners could refer to the following models for inclusive practice:

- ◆ Sport Scotland's Sports Inclusion Model (SIM), which provides open, modified, parallel and specific activity options appropriate to individual needs, abilities and settings
- ◆ Space Task Equipment People (STEP) model
- ◆ Scottish Disability Sport's Activity Inclusion Model (AIM)

This is not an exhaustive list.

Learners could complete the following courses to support learning:

- ◆ Sport Scotland: [Introduction to Inclusive Practice](#)
- ◆ UK Coaching: [Safeguarding and Protecting Children Workshop](#)
- ◆ Sport Scotland: [Child Wellbeing and Protection in Sport Training \(CWPS\)](#)
- ◆ other courses to support and assist delivery of physical activity or sport, for example assistant coach, coach, young volunteer, activity assistant, club welfare officer, referee, parent volunteer



### **Design physical activity sessions for a selected group of children aged 5 to 18 years (outcome 3)**

Learners must plan the activity sessions in line with current national governing body (NGB) guidelines, current health and safety guidelines, organisational policy and procedures, and current legislation regarding the protection of children.

Learners work with a range of children with different needs in a way that suits the children's needs over a period of time, to be able to show improvement against the children's needs and aspirations. Learners plan and justify progressive activities across all domains, and ensure the activities are aligned to current best practice, including:

- ◆ physical: FMS; body weight management training; relative age effect
- ◆ social: social skills; confidence; competence; autonomy; decision making; leadership
- ◆ emotional: emotional self-awareness; recognising others' emotions; emotional regulation
- ◆ cognitive: Piaget's Theory of Cognitive Development
- ◆ skill development: basic and fundamental movement patterns; balance; coordination and control; complex structured movement patterns; sport-related movement patterns; spatial awareness

Learners should research the following models:

- ◆ UK Coaching's [Youth Physical Development Model](#)
- ◆ LTAD model
- ◆ UK Coaching's [Male and Female Youth Physical Development Model](#)

They must utilise one of these models during their planning and delivery of activity sessions.

Your centre can arrange for learners to participate in a range of different activities. Learners should understand how to adapt and progress activities accordingly.

Activities could include:

- ◆ coaching children to learn a new skill (fundamentals, gross motor skills, fine motor skills)
- ◆ FMS, skill development, sport-specific
- ◆ instructing children to improve their fitness
- ◆ body weight management training, circuits
- ◆ delivering sport or fitness activities for fun and enjoyment
- ◆ fun games, relays, potted sports, parachute

This is not an exhaustive list.

## **Deliver and evaluate physical activity sessions for a selected group of children (outcome 4)**

Learners must deliver their physical activity session in line with current NGB guidelines, current health and safety guidelines, organisational policy and procedures, and current legislation regarding the protection of children.

Learners develop coaching techniques and approaches.

UK Coaching's [Coaching Methods and Strategies for all Coaches](#) has useful information.

Learners develop communication skills, including:

### **Verbal communication:**

- ◆ clear, concise, correct and complete
- ◆ tone is clear and suitable for age of group
- ◆ volume
- ◆ simple language
- ◆ description is relevant to children
- ◆ feedback, questioning and clarification
- ◆ feedback and response to questions is immediate and accurate
- ◆ checking for understanding

### **Non-verbal communication — all relevant to children's needs**

- ◆ demonstration
- ◆ facial expressions
- ◆ body language
- ◆ gestures
- ◆ eye contact
- ◆ hand signals

### **Listening**

- ◆ listen attentively — consider gestures and facial expressions during this process
- ◆ listen reflectively — repeat child's question or comment to check what was heard
- ◆ summarise key ideas of longer conversations to recap and gain focus

### **Behaviour management and positive learning environment**

Learners develop behaviour management of groups and individuals and understand how to create and maintain a positive learning environment. When delivering this outcome, you may wish to explore the following:

- ◆ positive reinforcement
- ◆ negative reinforcement
- ◆ punishment
- ◆ tactical ignoring

Learners evaluate their participation in practical activities and during formative assessment. Learners should understand why, when, and how to evaluate personal performance and activities delivered.

### **Approaches to assessment**

#### **Examine the stages of child development and factors that influence physical activity (outcome 1)**

Learners produce evidence to demonstrate their understanding of all aspects of the 'Knowledge and skills' section. Learners produce written or oral evidence to cover all assessment criteria. You should assess in open-book conditions. Learners should refer to and reference credible sources.

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.

#### **Research current legislation and inclusive practice to support physical activity sessions for children (outcome 2)**

Learners produce evidence to demonstrate their understanding of all aspects of the 'Knowledge and skills' section. Learners produce written or oral evidence to cover all assessment criteria. You should assess in open-book conditions. Learners should refer to credible sources.

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.

### **Design physical activity sessions for a selected group of children aged 5 to 18 years (outcome 3)**

Learners produce evidence to demonstrate their understanding of the 'Knowledge and skills' section. Learners produce written or oral evidence to cover all assessment criteria — 12 session plans and 1 risk assessment.

Learners should understand how to work with a range of children with different needs in a way that suits the children's needs over a period of time. They should be able to show improvement against the children's needs and aspirations.

Learners produce a series of progressive session plans. They should demonstrate an understanding of the knowledge and principles already gained from the other three outcomes within an appropriate practical context.

Planned activities can include:

- ◆ coaching children to learn a new skill
- ◆ instructing children to improve their fitness
- ◆ delivering sport or fitness activities for fun and enjoyment

Learners should demonstrate their knowledge and understanding of using current best practice and use at least one youth development model in their planning. Activities planned must be appropriate to the target group and facilitate progression over the 12 sessions. (Your centre can provide learners with a session plan template.) They should use a risk assessment template and show they have considered other relevant health and safety aspects.

When assessing, you should consider the facility or environment, and the activity and equipment used.

Activity session plans should include:

- ◆ aims and objectives of the session
- ◆ justification of selected activities
- ◆ benefits of activities
- ◆ group details (age, number, gender, ability, space)
- ◆ details of all activities: warm-up, skills, main activity and cool-down
- ◆ teaching and safety points for each section
- ◆ timing for each section
- ◆ equipment required

### **Deliver and evaluate physical activity sessions for a selected group of children (outcome 4)**

Learners produce evidence through practical delivery of 6 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). Their evaluation should take account of:

- ◆ client responses
- ◆ personal performance
- ◆ progression for future sessions

Learners should produce an overall critical evaluation report of the block of activity sessions.

Learners should:

- ◆ demonstrate an understanding of the knowledge and principles gained from the other three outcomes within an appropriate practical context
- ◆ demonstrate knowledge and understanding of using current best practice. They should use at least one youth development model in planning. The activities planned should be appropriate to the target group and facilitate progression over the 12 sessions
- ◆ work with a group of children with different needs in a way that suits the children's needs and, over a period of time, be able to show improvement against the child's needs and aspirations
- ◆ adapt activities in response to the development needs and abilities of the child. They should use appropriate behaviour management methods to ensure all children are engaged and safe
- ◆ communicate effectively — through verbal communication, non-verbal communication, body language and listening. Learners should motivate and use behaviour management
- ◆ adhere to NGB guidelines, CMO's Physical Activity Guidelines, health and safety guidelines and any other relevant policy and procedures
- ◆ have child protection and/or safeguarding training and a clear PVG certificate

### **Authentication of evidence**

All written work should contain a declaration of validity that the content is the learner's own work, unless cited otherwise. Learners should sign and date their submissions. You should encourage digital submissions through centres' virtual learning environment (VLE), using anti-plagiarism software.

## **Opportunities for e-assessment**

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

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

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### PDA in Sport and Physical Activity for Children (SCQF level 8)

This information explains:

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

### Unit information

During this unit, 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 unit, 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 PVG certificate.

During the unit, you plan 12 progressive activity sessions and deliver a minimum of 6. 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 how to motivate individuals and groups.

During the unit, 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 CPD to develop further your skills

Throughout the unit, 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 unit, you can work with children in a sport or physical activity setting. If you complete this as part of the HND in Physical Activity and Health or as a stand-alone



professional development award (PDA), you can register with Chartered Institute of Management of Sport and Physical Activity (CIMSPA) for the Professional Standard: Population Specialism — Working with Children.

### **Self-management**

This meta-skill includes developing the ability to focus. You sort information into categories and understand the relationship between that information. Adaptability is developed, 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 are required to 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 will be 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 PAR-Q forms; 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 will develop critical thinking by problem solving, researching and sorting information, and responding to problems and changing environments.

# Administrative information

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**Superclass:** GC

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## History of changes

Version	Description of change	Date
2.0	<ul style="list-style-type: none"><li>◆ Updated 'Entry requirements' for learners undertaking the unit as a stand-alone PDA.</li><li>◆ Amended wording for CIMSPA Professional Standards Recognition.</li></ul>	June 2024

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