

Next Generation Higher National Unit Specification

Working Inclusively with Participants with Disabilities (SCQF level 8)

Unit code: J7CR 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 develops learners' knowledge and practical skills so that they can conduct physical activity sessions with participants with disabilities in a sport and/or physical activity environment.

Learners research current local provision for participants with disabilities within sport and physical activity and learn about current legislation, policy and procedures for inclusion. They develop knowledge on current legislation that supports practical delivery of inclusive sport and/or physical activity sessions. Learners develop their knowledge and skills and gain practical experience of designing, delivering and adapting a sport and/or physical activity session for participants with disabilities. Through critical evaluation of their work, they develop their analysis skills.

Entry requirements

Learners must have completed one of the following qualifications before undertaking the Professional Development Award (PDA) in Working Inclusively with Participants with Disabilities:

- ◆ 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.

It is useful for learners to have some experience of working with disabled groups in a sport and/or physical activity environment. We recommend that learners carrying out the unit have communication skills to a level equivalent to at least SCQF level 6.

Learners must understand and comply with vulnerable group 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 Working Inclusively with Participants with Disabilities (SCQF level 8).

Unit outcomes

Learners who complete this unit can:

- 1 analyse current legislation, local pathways and agencies that support inclusion for participants with disabilities in sport or physical activity
- 2 examine the scope of practice of working with participants with disabilities and the potential impact on sport or physical activity
- 3 design physical activity sessions for participants with disabilities
- 4 deliver physical activity sessions for participants with disabilities
- 5 critically evaluate physical activity sessions for participants with disabilities

Evidence requirements

Learners can generate evidence through stand-alone assignments or portfolio work. You should carry out assessments under open-book conditions.

Analyse current legislation, local pathways and agencies that support inclusion for participants with disabilities in sport or physical activity (outcome 1)

Learners must create a research project to analyse current legislation and policies relating to inclusion and participation for individuals with disabilities in Scotland. They must discuss a minimum of two policies relating to legislation, inclusion and participants with disabilities and how an agency or organisation follows this as part of their service.

Legislation includes the:

- ◆ Equality Act 2010 and subsequent amendments
- ◆ Disability Discrimination Act 1995
- ◆ United Nations Educational, Scientific, and Cultural Organisation (UNESCO) contribution to the Rights of the Child

Policies include:

- ◆ equity, equality and diversity
- ◆ social services
- ◆ adults at risk

Learners must complete research on the pathways to engagement for participants with disabilities and local or national programmes available to promote participation. Learners must research local agencies or organisations that provide for participants with disabilities to participate in sport or physical activity in the local community.

In their research, learners must include:

- ◆ a minimum of two local agencies or organisations that support or provide provision for sport or physical activity in the community for participants with disabilities
- ◆ a description of the types of activities and sessions provided in the local community
- ◆ an analysis of the impact and outcomes these activities and sessions have on participants
- ◆ an examination of the partnerships with key stakeholders and a discussion of how this supports the agencies or organisations to deliver their activity

Examine the scope of practice of working with participants with disabilities and the potential impact on sport or physical activity (outcome 2)

Learners must examine the scope of practice and professional ethics relating to exercise practitioners and coaches who work with participants with disabilities in a sport or physical activity environment.

Learners must examine:

- ◆ duty of care
- ◆ scope of practice and responsibilities
- ◆ interfacing with other relevant professionals
- ◆ professional codes of conduct
- ◆ the principles of adhering to confidentiality and data protection for working and interacting with participants

They must examine considerations for working with the following eligible impairments:

- ◆ physical
- ◆ sensory (hearing and visual)
- ◆ intellectual

The evidence should include:

- ◆ methods of assessing the needs of the participant or participants, appropriate to their impairment
- ◆ an introduction to the participant or participants' health condition or conditions
- ◆ the approach in determining appropriate activities
- ◆ the impact on the additional facilities, equipment and resources that are required in specific environments.

Design physical activity sessions for participants with disabilities (outcome 3)

Learners must extract key information from the completed client Physical Activity Readiness Questionnaire (PAR-Q) to identify participant needs for participation in sport and physical activity. PAR-Q content must contain:

- ◆ personal details, including health status, medical conditions and impairment
- ◆ contraindications to exercise
- ◆ exercise preferences
- ◆ physical activity or sport goals
- ◆ perceived and actual barriers to participation
- ◆ physical activity and/or sport goals for the participant or participants
- ◆ additional information from allied health professionals

Learners must use the activity inclusion model (AIM) and space, task, equipment, people (STEP) framework to design sessions.

Learners must plan a minimum of 12 inclusive, safe and fun sport and physical activity sessions. Each session must last a minimum of 45 minutes. When planning the sessions, they must consider:

- ◆ functional ability, motivation, individual differences and needs of the participants
- ◆ an inclusive environment to engage and enthuse participants with disabilities to take part in sport and physical activity
- ◆ key principles of inclusive learning and participation, to enable all participants to access and make decisions regarding their participation
- ◆ the types of adaptations that can be applied to make the activity inclusive (AIM and STEP)
- ◆ different types of assistive devices or equipment that could be used to support a participant's participation in the activity

Deliver physical activity sessions for participants with disabilities (outcome 4)

Learners must be able to deliver a minimum of six inclusive, safe and fun sport and physical activity sessions. One session is chosen for assessment through practical observation.

When delivering the sessions, learners must:

- ◆ apply and follow all relevant legislation within the practical environment
- ◆ create an inclusive, welcoming environment that demonstrates the key principles of inclusive learning and participation
- ◆ assess, monitor and manage risk to the participants through delivery of the sessions
- ◆ build rapport and relationships with all participants
- ◆ show appropriate use of voice projection, pitch, tone, and movement within a practical environment
- ◆ demonstrate organisational skills required for inclusion of participants with impairment

- ◆ develop confidence and the ability to adapt skills, activities and drills to allow accessibility for disabled participants
- ◆ adapt delivery method, structure and physical activity styles to include all and meet the needs of the participants. This may include demonstrating the use of various communication methods
- ◆ apply the principles of AIM and STEP models and explain how to use them to adapt activity to meet individuals' needs
- ◆ adapt sessions to ensure any assistive devices or equipment is used to support a participant's additional needs to enable physical activity to take place

You can assess learners through live observation or recorded video submission for one of the planned sessions; this must last a minimum of 45 minutes. You must record evidence for this outcome in an assessor checklist.

Critically evaluate physical activity sessions for participants with disabilities (outcome 5)

Learners must critically evaluate a minimum of six inclusive, safe and fun sport and physical activity sessions. They must carry out evaluations on completion of each session and at the end of the block to inform their future practice. These should include an accurate self reflection of the session in not only achieving the aims and objectives, but of the effectiveness of the sessions as a whole. Learners must consider:

- ◆ session delivery and content
- ◆ time management
- ◆ participant engagement
- ◆ variety of activities and exercises across the sessions
- ◆ feedback from participants and support staff to support their self reflection
- ◆ programme modifications to ensure effective inclusion and/or outcomes
- ◆ further improvements and/or changes to inform future sessions

Learners must use feedback from participants and support staff to highlight the rationale behind improvements. They must exhibit effective self reflection and management skills to evaluate their personal performance.

Knowledge and skills

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

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none">◆ the legislation relating to inclusion and disabled people for their home country, including the Equality Act 2010 and subsequent amendments; the Disability Discrimination Act 1995; and the UNESCO Convention on the Rights of the Child◆ the policies and legislation relating to inclusion and disabled people (equity and equality, diversity, social services, adults at risk)◆ the importance of appropriate supervision to the activity and range of participants◆ how to adhere to the principles of confidentiality and data protection in interactions with participants	

Knowledge	Skills
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the importance of appropriate supervision for the activity and range of participants ◆ the professional ethics related to own role, for example duty of care; role boundaries and scope of practice and responsibilities; representation of skills, abilities, and knowledge; interfacing with other relevant professionals; and professional code of conduct ◆ their own level of competence in dealing with participants' needs, and alternative sources of advice and support to which participants can be referred ◆ how and when they can make referrals into the leisure industry and how this industry can support those with a disability or impairment ◆ eligible impairments: physical; sensory (hearing, visual); intellectual ◆ the design of sport and physical activities for participants with different impairments: physical; sensory (hearing, visual); intellectual ◆ the functional approach in determining appropriate activities ◆ the specific facilities, equipment and resources that may be required 	
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ appropriate behaviours when working inclusively ◆ how to identify participants' needs and functional ability to get the most out of the session 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ extract key information from the completed client Physical Activity Readiness Questionnaire (PAR-Q) to identify participant needs for participation in sport and physical activity

Knowledge	Skills
<p>Outcome 3 (continued) Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to adapt activity to meet the individual’s needs and to ensure they can participate in the session; how not to single them out or put others at a disadvantage ◆ the types of adaptation that can be applied to make activity inclusive ◆ how to recognise when activity needs to be adapted or changed to engage and/or motivate or develop a participant ◆ the benefits of regular participation in a range of activities that promote inclusion, and the potential challenges to participation ◆ the pathways to participation for disabled people and the programmes available to promote participation, for example Get Out Get Active (GOGA) ◆ the factors that may affect participants’ ability to acquire relevant skills to enable these to be addressed in the planning and delivery of sessions. Factors can include functional ability, participant motivation, and individual differences and needs ◆ the importance of providing an inclusive environment and the key elements of creating an inclusive environment ◆ how to create an inclusive environment to engage and enthuse disabled people to take part in sport and physical activity ◆ the key factors that make a programme and environment inclusive, for example inclusive marketing; accessibility; providing tailored individual support; and making reasonable adjustments when required 	

Knowledge	Skills
<p>Outcome 3 (continued) Learners should understand:</p> <ul style="list-style-type: none"> ◆ the key principles of inclusive learning and participation to enable all participants to access and make decisions regarding their participation ◆ the principles of AIM and STEP models, and explain how to use them to adapt activity to meet individuals' needs ◆ how to plan inclusive, safe and fun sport and physical activity programmes ◆ how to enable effective planning for the development of relevant skills ◆ the importance of regular attendance of sport and physical activity sessions for individual development ◆ how to deliver inclusive, safe and effective sport and physical activity sessions ◆ how important it is to have contingency plans, and how to ensure activities are creative, fun and engaging and pitched at the appropriate level ◆ which organisations exist to support engagement and delivery with all participants ◆ how to access support from local delivery partners and clubs to develop own physical activity and provide further opportunities for participants ◆ which organisations support engagement outwards to support the inclusivity of all individuals into facilities ◆ the different types of assistive devices or equipment available to support a participant's additional needs, to enable activities to be adapted 	

Knowledge	Skills
<p>Outcome 3 (continued) Learners should understand:</p> <ul style="list-style-type: none">◆ the importance of goal setting, and ensuring goals are realistic and challenging for all participants◆ the importance of creating a positive experience and an environment that allows for opportunities to develop	

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to effectively communicate with all participants, for example with participants who have sensory or intellectual disabilities ◆ how to demonstrate activities effectively to all participants ◆ the importance of communicating the promotion of sessions ◆ the importance of using the appropriate language and tone when communicating with participants, before, during and after the session ◆ the importance of effective communication with supporters during the session 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ create an inclusive and welcoming environment to engage disabled people in sport and physical activity ◆ differentiate sport and physical activity provision, where appropriate, for the individual participants ◆ develop confidence and competence to adapt skills, activities and games to make them more accessible and inclusive for disabled people ◆ understand the differences between the terms 'inclusive' and 'equitable' ◆ demonstrate an inclusive physical activity environment ◆ demonstrate an equitable physical activity environment ◆ positively manage participant behaviour ◆ apply appropriate elements of legislation when needed ◆ assess, monitor and manage risk to participants throughout the programme ◆ evaluate risk and make reasonable adjustments when required ◆ deliver an inclusive, safe and effective programme including disabled people, that uses appropriate equipment and methods ◆ plan for future participant development relevant to their goals, outlining their next steps for retention and/or progression

Knowledge	Skills
	<p>Outcome 4 (continued) Learners can:</p> <ul style="list-style-type: none"> ◆ engage with each individual participant in a safe and inclusive way ◆ build rapport and relationships with all participants ◆ plan for future participant development relevant to their goals, outlining their next steps for retention and/or progression ◆ adapt their delivery method, structure and physical activity styles to include all and meet the needs of participants ◆ review own analysis of the participants' level of development, and actual and potential performance, to inform goal setting ◆ demonstrate inclusive verbal, non-verbal, and written communication while carrying out duties ◆ demonstrate different methods of communication to suit the individual participant's needs ◆ check and challenge understanding among all participants ◆ use appropriate and respectful language and terminology ◆ liaise with participant support personnel, if relevant ◆ communicate sensitively to explore individual participants' wants and needs to be active ◆ demonstrate inclusive promotion of a session that is accessible to all participants ◆ deliver an inclusive, safe and effective programme including disabled people, and using appropriate equipment and methods

Knowledge	Skills
<p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to evaluate safe and effective sport and physical activity sessions that will inform future sessions 	<p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ evaluate the effectiveness of the programme to ensure it is engaging and varied, and progresses the participants' needs and goals, and seek to increase and enthuse further participant engagement ◆ evaluate sessions and make modifications to improve inclusion and outcomes for all participants ◆ include participants and support staff in the evaluation process ◆ exhibit effective self-reflection and management skills to evaluate own work

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 participant activity sessions; focusing on the participant's needs; adapting sessions based on feedback; observing and adapting during sessions — in outcomes 2, 3, 4 and 5
- ◆ integrity: understanding ethics; being aware of the need to act on values and principles; work ethic; timekeeping; reliability; discipline; trustworthiness when working with participants — in outcomes 1, 2, 3, 4 and 5
- ◆ adapting: adapting teaching styles; decision making; being responsible; responding to changes when working with participants; reviewing programmes based on evaluations and participant feedback — in outcomes 3, 4 and 5
- ◆ initiative: decision making; independent thinking; self-belief; motivation; responsibility when risk assessing and when working with clients; evaluating sessions and assessing own meta-skills development — in outcomes 2, 3, 4 and 5

Social intelligence

This meta-skill includes:

- ◆ communicating: receiving information from participants; giving information; listening to others when working with participants — in outcomes 3, 4 and 5
- ◆ feeling: sense of responsibility; empathy; understanding how participants and other professionals feel — in outcomes 3, 4 and 5
- ◆ collaborating: operating in different settings; building relationships with participants; working towards shared goals; team working with other professionals when working with participants — in outcomes 3 and 4
- ◆ leading: inspiring and motivating others; influencing others and being a role model; developing others when working with participants — in outcomes 3, 4 and 5

Innovation

This meta-skill includes:

- ◆ curiosity: noticing significant information; asking questions; information sourcing; problem recognition; evaluating sessions and assessing own meta-skills development — in outcomes 1, 2, 3, 4 and 5
- ◆ creativity: creating enjoyable programmes and sessions for all participants; responding to different situations and adapting; motivating participants in different ways; coming up with solutions to problems when working with participants — in outcomes 2, 3, 4 and 5

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August 2024

- ◆ sense-making: analysing participants information; analysing participants PAR-Q data; making sense of constant changes when working with participants; evaluating sessions and assessing own meta-skills development — in outcomes 1, 2, 3, 4 and 5
- ◆ critical thinking: sourcing information on any barriers to exercise or exercises; problem solving to overcome any barriers to physical activity; evaluating sessions; researching information; responding to problems and changing environments; assessing risks — in outcomes 1, 2, 3, 4 and 5

Delivery of unit

This unit can form part of the Higher National Diploma (HND) in Physical Activity and Health at SCQF level 8, or you can deliver it as a stand-alone unit to develop learners' skills in the design, delivery and critical evaluation of sport and physical activity sessions for participants with disabilities.

The unit provides 2 Higher National (HN) credits, and 16 Scottish Credit and Qualifications Framework (SCQF) credit points at level 8.

To complete the unit, we recommend 80 hours contact time and 80 hours self-directed study.

Professional recognition

Learners who complete the PDA in Working Inclusively with participants with Disabilities as part of the HND in Physical Activity and Health or, as a stand-alone PDA, can gain professional recognition with the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) for the Professional Standard: Population Specialism — Working Inclusively (Working with Disabled People).

Additional guidance

The guidance in this section is not mandatory.

Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education. This standard of evidence should be consistent with SCQF level 8.

Content and context for this unit

This unit is designed for learners who wish to develop the knowledge and skills they need to work effectively with participants with disabilities in a sport or physical activity environment. While gaining an awareness of the wide variety of environments and approaches, learners develop their knowledge and skills to effectively design, deliver and evaluate physical activity and/or sport sessions for participants with disabilities. They can design sessions for an individual or a small group.

Scottish Disability Sport, the Scottish governing and co-ordinating body of all sports for people of all ages and disabilities with a physical, sensory or learning disability, provide the following definitions:

- ◆ impairment: any loss of physiological, psychological or anatomical structure or function, whether permanent or temporary. Applies at organ-level
- ◆ disability: according to the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to carry out normal daily duties. Applies at whole-person level
- ◆ health condition: another term for illness, disability or disease. Multiple sclerosis, Parkinson's disease, scoliosis and diabetes are health conditions

We recognise that terminology and practice is subject to change. Current terminology and current practice should be applied where this is appropriate. You should refer to Scottish Disability Sport in the first instance, but you can also use other resources to support delivery.

You should review current international research and developments in sport and physical activity with learners. This helps them to broaden their perspective and leads them towards a more comprehensive understanding of sport and physical activity in the UK for participants with disabilities.

Analyse current legislation, local pathways and agencies that support inclusion for participants with disabilities in sport or physical activity (outcome 1)

Learners should build on existing research skills and allocate time to research methods. This may include collecting information from credible sources and academic websites and journals. Learners demonstrate how to gather secondary research and present this information using appropriate academic referencing. It may be appropriate to discuss the difference between primary and secondary data collection, with specific examples of each, and how they can positively contribute to research. The creation of the research project focuses on the analysis of current legislation and the existing pathways and provision for participants with disabilities in the local area. You could teach learners with one-to-one discussions and feedback, covering ideas for their research investigation topic and approaches to collecting information. Learners can develop their research findings in outcome 2.

Examine the scope of practice of working with participants with disabilities and the potential impact on sport or physical activity (outcome 2)

Learners examine the scope of practice and professional ethics relating to exercise practitioners and/or coaches who work with participants with disabilities. The ability to recognise personal limitations and seek advice from allied health professionals ensures that learners keep practice within the scope of participants' limitations. Knowledge of the eligible impairments influences the development and use of an appropriate PAR-Q relative to the needs of the participant or participants. Learners can use this to inform the design and planning of the sessions required in outcomes 3 and 4.

Design physical activity sessions for participants with disabilities (outcome 3)

Learners design inclusive, safe and fun sport and physical activity sessions for a participant or participants with disabilities. Learners must have a sound knowledge of how to apply the principles of AIM and STEP models as they use them to adapt activities to meet the needs of individuals. Learners may benefit from regular one-to-one sessions with you to discuss their portfolio progression. A timeline for portfolio tasks may support learners with timescales for gathering all participant data and beginning their programme design.

Deliver physical activity sessions for participants with disabilities (outcome 4)

Learners engage with participants and any support staff during practical sessions. They may benefit from formative group assessments, to encourage engagement with participants in a sport and/or physical activity environment. Learners develop their skills in set up and operation of any equipment and resources they need to practically deliver sport and/or physical activity sessions.

Critically evaluate physical activity sessions for participants with disabilities (outcome 5)

After delivering their sessions, learners self-reflect, evaluating their own performance and the activities they delivered. They consider improvements and/or changes for future delivery.

Approaches to assessment

The unit consists of five outcomes, with opportunities for learners to be assessed using a variety of methods to generate evidence. Suggested assessment methods include the learner producing a portfolio which contains their assessment evidence. The portfolio could contain:

- ◆ open-book assessment question responses
- ◆ a research project exploring a local agency or organisation that supports participants with disabilities to engage in sport and/or physical activity
- ◆ analysis of client information
- ◆ design of sport and/or physical activity sessions, using a centre-devised session plan template
- ◆ self-reflective evaluations completed by the learner, with contributions from a range of sources

Learners should complete a suitable risk assessment as part of their delivery of the sessions.

A holistic approach to assessment is an option, and you can integrate the outcomes of this unit with assessments for the mandatory unit Research in Sport and Physical Activity at SCQF level 8 or the PDA units that require the design and delivery of sport and/or physical activity sessions. These include:

- ◆ PDA in Training Principles for Personal Trainers at SCQF level 8
- ◆ PDA in Managing Long Term Health Conditions for Exercise Practitioners at SCQF level 8
- ◆ PDA in Sport and Physical Activity for Children at SCQF level 8

Analyse current legislation, local pathways and agencies that support inclusion for participants with disabilities in sport or physical activity (outcome 1)

Learners could produce a research project (1,200 to 1,500 words) on current legislation, policies and procedures. Options for a holistic approach to assessment include an outcome 1 report, integrated with the Research in Sport and Physical Activity unit.

Outcome 1 allows learners to research legislation and policy and procedures related to inclusion in sport and physical activity for disabled participants. Learners are presented with the following legislation to research:

- ◆ the Equality Act 2010 and subsequent amendments
- ◆ the Disability Discrimination Act 1995
- ◆ UNESCO Convention on the Rights of the Child

Learners can include evidence in their portfolios.

Examine the scope of practice of working with participants with disabilities and the potential impact on sport or physical activity (outcome 2)

Learners could research the scope of practice and professional ethics relating to exercise practitioners and/or coaches who work with participants with disabilities in a sport or physical activity environment. If learners use the same organisation or agency as in outcome 1, you can assess outcome 2 holistically.

The ability to recognise personal limitations and seek advice from Allied Health Professionals will ensure practice is within scope. Knowledge of the eligible impairments will influence the development and use of an appropriate PAR-Q, relative to needs of the participant or participants.

Learners could produce a report that includes:

- ◆ an introduction to the participant's or participants' health condition
- ◆ an adapted PAR-Q relevant to the needs of the participant or participants
- ◆ an approach to determining appropriate activities
- ◆ an impact study on additional facilities, equipment and resources that are required in specific environments

Learners can include evidence in their portfolios. In the portfolio, there should be a range of questions to allow for insight into all relevant information for participants. After learners have collected participant content, they can begin designing physical activity sessions.

Design physical activity sessions for participants with disabilities (outcome 3)

Learners should design a minimum of 12 progressive sport and/or physical activity sessions for a disabled participant or group, taking into consideration the evidence requirements and ensuring the sessions meet the needs and abilities of the participant or group.

Session plans should form part of learners' portfolios. Learners should regularly refer to specific, measurable, attainable, realistic and timely (SMART) goals and ensure they are on track to meet the participant and/or group goals. Learners can include information and/or guidance from allied health professionals to assist in the design of the sessions. Allied health professionals can include physiotherapists, occupational therapists, podiatrists and music or drama therapists (this list is not exhaustive).

Learners can include evidence in their portfolios.

Deliver physical activity sessions for participants with disabilities (outcome 4)

Learners produce evidence through practical delivery of six out of the 12 planned sessions to demonstrate their understanding of the 'Knowledge and skills' section. One session, lasting a minimum of 45 minutes, is observed by you and assessed using an observation checklist.

You can assess learners either through live observations or recorded video submissions for one of their planned sessions. You must record evidence for this outcome in an assessor checklist.

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August 2024

You may wish to encourage learners to deliver more than the minimum number of sessions to develop their coaching skills.

Learners can include evidence in their portfolios.

Critically evaluate physical activity sessions for participants with disabilities (outcome 5)

Critical evaluation of a range of physical activity sessions allows learners to develop their skills in self-reflection and apply them to the delivery of their sport and/or physical activity sessions. Learners produce evidence through a self-reflective log for each session delivered (a minimum of six).

Learners' critical evaluations should take account of the following factors:

- ◆ participant engagement
- ◆ the variety of activities across the sport and/or physical activity sessions
- ◆ progressive to participants' needs or goals and modifications to improve inclusion
- ◆ outcomes for all participants, when required

Learners should gain knowledge on how successful the sessions were by gathering feedback from a range of sources, including:

- ◆ participants and support staff
- ◆ professional discussions with placement providers and/or assessors
- ◆ video analysis, using wearable technology
- ◆ formative and summative assessor checklists
- ◆ informal methods, such as discussions and emails

Learners can include evidence in their portfolios.

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 your centre's virtual learning environment (VLE), using anti-plagiarism software.

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.

Information for learners

PDA in Working Inclusively with Participants with Disabilities (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

The unit develops your knowledge of the systems and agencies that support inclusion for sport and physical activity. This includes an in-depth look at classification, eligibility and equipment modifications. You develop the skills required when working with participants with disabilities in a sport and physical activity environment.

On completion of the unit, you can describe the legislation, pathways and agencies that support inclusive coaching of sport and physical activity. You can also describe the considerations involved in working with participants with disabilities and the potential impact on sport and physical activity.

You design, deliver and evaluate sport and physical activity sessions for participants with disabilities. Your sessions:

- ◆ take account of the impairment profile or profiles of the participant or group, ensuring their functional ability is the focus
- ◆ use the activity inclusion model (AIM) and space, task, equipment, people (STEP) framework
- ◆ use appropriate communication strategies for participants with different impairments
- ◆ adapt activities based on the needs of participants

Each session is a minimum duration of 45 minutes. The coaching group must include at least one participant with a disability. You design session plans and complete self-reflective session evaluations for each session. You are assessed on at least one session by an assessor, using a checklist.

Meta-skills

Throughout the unit you develop your meta-skills, including self-management, social intelligence and innovation.

Self-management

This meta-skill includes developing the ability to focus and improve your initiative. You organise information for participants with disabilities and use this to meet their needs.

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August 2024

Adaptability is developed by reflecting on feedback, and educating participants to lead an active, healthy lifestyle. You develop integrity by understanding ethical approaches and acting in accordance with your values and principles. This informs your practice as you move into employment and/or further study

Social intelligence

This meta-skill includes the ability to receive, understand and process verbal or written communication. Application of unit knowledge and understanding in client work develops the meta-skill of collaboration. You build relationships when supporting and educating your participant or participants. You identify and initiate connections, with mutual benefit. You also develop your leadership skills as you work with participants towards their goals and objectives.

Innovation

This unit encourages curiosity, critical thinking and creativity. You ask questions, research, generate ideas, visualise, problem solve and engage with and understand industry practice. Sense-making is developed through the process of organising, manipulating, pruning and filtering gathered data into cohesive structures for information-building.

On successful completion of the PDA in Working Inclusively with Participants with Disabilities as part of the HND in Physical Activity and Health or, as a stand-alone PDA, you can gain professional recognition with the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) for the Professional Standard: Population Specialism — Working Inclusively (Working with Disabled People).

Administrative information

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Superclass: PH

History of changes

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

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