



## Higher National Project-based Graded Unit Specification

### General Information

This Graded Unit has been validated as part of the HND in Fitness, Health and Exercise. Centres are required to develop a project-based assessment in accordance with this validated specification.

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

**Graded Unit code:** H4VM 35

**Type of Project:** Case Study

**Publication date:** August 2016

**Source:** Scottish Qualifications Authority

**Version:** 02

### Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HND in Fitness, Health and Exercise:

- ◆ To develop and apply an open minded, critical and evaluative perspective.
- ◆ To develop knowledge and skills of investigation, planning and problem solving.
- ◆ To develop the ability to be flexible and to work co-operatively with others.
- ◆ To develop and implement advanced instructor skills, including client screening and evaluation; fitness testing; exercise application and leadership.
- ◆ To develop communications skills and presentation techniques.
- ◆ To develop and focus on appropriate interpersonal skills.
- ◆ To develop time management skills.
- ◆ To increase awareness of the interdisciplinary nature of Fitness, Health and Sport and their relationship with Exercise.
- ◆ To enhance understanding of the role of Fitness. Health and Exercise in contemporary society.
- ◆ To apply SMART targets in a Health and Fitness context.
- ◆ To reinforce key skills for employability by reinforcing and honing the competences identified and required for working within the Fitness and Exercise Industry.
- ◆ Develop and apply transferable exercise skills with specific populations.

## Higher National Project-based Graded Unit Specification: General Information (cont)

### Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

### Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

*Applied Exercise Prescription*

*Applied Fitness Assessment for Special Population Groups*

*Applied Nutrition and Health Assessment*

*Current Exercise Trends*

*Exercise and Fitness: Health and Safety Management*

*Exercise Physiology and Anatomy*

*Exercise Principles and Programming*

*First Aid for Sport and Fitness*

*Preparing to Start a Business*

*Health Screening*

*Nutrition for Fitness, Health and Exercise*

*Working Safely and Effectively with Clients*

*Plan, Teach and Evaluate a Group Exercise Session*

*Plan, Teach and Evaluate a Group Exercise with Music Session*

*Plan, Teach and Evaluate a Gym Based Exercise Session*

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Graded Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Graded Unit.

### Assessment Support Pack

The Assessment Support Pack for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard. Assessment Support Packs are available on SQA's secure website.

## **Higher National Project-based Graded Unit Specification: General Information (cont)**

### **Equality and inclusion**

This Graded Unit has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on SQA's website:  
**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)**

# Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

## Assessment

This Graded Unit will be assessed by the use of a project-based case study developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover.

Learners are required to submit a written report that is a minimum of 3000 words, in addition to a 10 minute oral presentation summarising the key points. The presentation may make use of electronic media and software packages. The project has three stages of planning, development and evaluation. (The minimum word count is intended as a guide only and learners should not be unduly penalised for exceeding this where the work is integral and relevant to the project. Assessors should apply professional judgement to this guidance. Where projects exceed the word count excessively and lose focus or direction, assessors should consider carefully whether minimum evidence requirements have been met

## Brief

The learner is required to plan, develop and evaluate a practical case study which will analyse key fitness and health based issues that currently, or may in the future, impact on a selected client.

In undertaking this project, the learner will be required to negotiate access to a client and secure informed consent to carry out the investigation. It must be made clear to the learner that there are significant issues of confidentiality in the task. It is expected that the learner will already have completed a number of Units pertaining to the HND in Fitness, Health and Exercise, and will be familiar with Data Protection legislation and the concept of informed consent.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

### Graded Unit title: Fitness, Health and Exercise: Graded Unit 2

The following are examples of the types of issues that may be considered:

- ◆ Analyse the impact on lifestyle and health of activity and nutritional intervention.
- ◆ Analyse the impact on sporting performance of activity and nutritional intervention.

### Planning

Formulate aims and objectives that will help a client meet their goals safely and plan the best way to research and implement an exercise (including if appropriate nutritional) strategy based on these goals.

- ◆ Demonstrate an understanding of key factors relating to client screening.
- ◆ Select appropriate anthropometric, static and dynamic fitness tests to meet needs of client.
- ◆ Utilise communication and motivational skills appropriate to the client.
- ◆ Plan an effective intervention for a specified client.
- ◆ Plan a nutritional assessment appropriate to the client.
- ◆ Demonstrate appropriate customer care when communicating with the client.
- ◆ Reference all source materials for the planning stage.
- ◆ Identify criteria for evaluation of the process
- ◆ Identify areas for personal development (see 'principal aims of the HND in Fitness, Health and Exercise' on page 1 of this unit specification)

### Development

Establish a fitness and lifestyle base line for the client from which to measure progress, agreeing dates and targets for exercise sessions, interim testing and client meetings. Develop an exercise and nutritional plan in detail, taking account of the client's goals and individual circumstances and evaluate the results/success of the programme in relation to the client's stated goals. The planned intervention should last a minimum of 12 weeks.

- ◆ Apply and analyse appropriate and current screening procedures
- ◆ Analyse, interpret and provide feedback on fitness test results.
- ◆ Make recommendations for an exercise programme based on the results
- ◆ Discuss client participation issues that are relevant to the client.
- ◆ Plan and prescribe an effective, safe exercise (and where appropriate nutritional) programme that will meet the client's needs.
- ◆ Demonstrate communication and motivational skills appropriate to the client.
- ◆ Apply the planned programme with the client showing appropriate adaptations in line with exercise principles throughout delivery as appropriate
- ◆ Carry out a nutritional assessment for the client
- ◆ Analyse and interpret nutritional assessment data to assist client goals
- ◆ Evaluate and discuss the results of the programme with the client prescribing suitable progression routes.

## **Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)**

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

### **Evaluation**

Evaluate the success of the project in terms of planning and delivery with suggestions on how to improve any future client interventions, presenting the findings both as a report and an oral presentation.

Candidates should

- ◆ Evaluate the process based on the criteria identified in the planning stage
- ◆ Demonstrates evaluative writing skills
- ◆ Evaluates areas of personal development identified in the planning stage, and considers future personal development

The learner will summarise the above evaluation process in a 10 minute oral presentation. The presentation may make use of electronic media and software packages.

### **Conditions of assessment**

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The project should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

## **Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)**

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

### **Evidence Requirements for this Graded Unit**

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

#### **Planning**

Learners must interpret the project brief, covering all minimum Evidence Requirements. This will account for a maximum of 24% of the overall grade. Whilst no word count is specified, minimum evidence requirements specify that learners should retain task focus. It should be noted that this part of the graded unit involves planning the process of developing an intervention – learners are not at this stage planning the intervention itself.

In the event that the assessor forms the view that the work finally submitted by the learner for this stage is so weak that it would prevent the learner progressing to the next stage, the learner may receive additional assistance (over and above the norm). In this event, the assessor will record this fact and the learner may receive no more than a minimum evidence pass at grade C.

#### **Development**

Learners must provide clear evidence of undertaking a practical case study (minimum 12 weeks) and implementing the proposed intervention with the client. This stage should be a minimum of 2,000 words (excluding references and appendices).

#### **Evaluation**

Learners must produce an evaluation covering the effectiveness of the approaches taken to all stages of the case study.

Learners should additionally evaluate selected areas of personal development in terms of the 'principal aims of the HND in Fitness, Health and Exercise' criteria identified on page 1 of this unit specification:

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 —  Planning	<ul style="list-style-type: none"> <li>◆ <b>Evidence of analysing and interpreting the project brief and key factors influencing the project and their inter-relationships:</b> <ul style="list-style-type: none"> <li>— Is there a clear logical structure eg appropriate headings, sub headings, references, and bibliography</li> <li>— identified criteria on which to evaluate the research process</li> </ul> </li> <li>◆ <b>Evidence of planning a research approach that is appropriate to the subject:</b> <ul style="list-style-type: none"> <li>— Has the learner provided justification for selecting an approach?</li> <li>— Has the learner explained why the methodology is appropriate in terms of Primary and Secondary research?</li> <li>— Has the learner distinguished appropriate and relevant uses for qualitative and quantitative information?</li> </ul> </li> <li>◆ <b>Establish aims and objectives for the practical project:</b> <ul style="list-style-type: none"> <li>— Has the learner stated the aims and objectives of the project (a maximum of two aims and a minimum of three objectives)?</li> <li>— Are the objectives SMART?</li> </ul> </li> <li>◆ <b>Evidence of developing an action plan to carry out the practical project:</b> <ul style="list-style-type: none"> <li>— Is there evidence of a client/learner based negotiated brief?</li> <li>— Has the learner identified any legal or ethical issues involved in the project?</li> <li>— Has the learner identified any potential barriers to completing the brief and any contingency plans that can be put into operation?</li> <li>— Does the work contain a clear plan of action with effective timescales?</li> <li>— Does the work retain focus on the task?</li> <li>— Has the learner identified the information sources required for the project? (Candidates are not required to identify obvious items such as IT)</li> <li>— Has the learner submitted indicative references and bibliography for the plan?</li> </ul> </li> <li>◆ <b>Identifies areas for personal development which may be improved through undertaking the case study (See principal aims of the HND in Fitness, Health and Exercise, Page 1)</b></li> </ul> <p><i>The learner <b>must</b> achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	24



## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<ul style="list-style-type: none"> <li>◆ <b>Evidence of learner developing an action plan and carrying out the intervention (minimum of 12 weeks), meeting the requirements of the plan, including;</b></li>   <li>◆ <b>Developing a coherent line of thought:</b> <ul style="list-style-type: none"> <li>— The development should flow naturally from the plan including expanded contents page, references and bibliography</li> <li>— Must contain accurate details of the intervention, including a rationale and references for choice of fitness tests, additional testing not included in the planning stage, and exercise programming that relates clearly to the client’s aims and objectives.</li> </ul> </li>   <li>◆ <b>Contains accurate overview and details of the chosen client’s case:</b> <ul style="list-style-type: none"> <li>— Adequate personal details; gender, age, exercise or sporting history, current fitness level, dietary habits, past and present injuries, lifestyle issues (not exhaustive)</li> <li>— Clear, SMART targets expressing client’s goals.</li> </ul> </li>   <li>◆ <b>Applies course knowledge and skills:</b> <ul style="list-style-type: none"> <li>— Does the learner identify course Units that have contributed effectively to the project?</li> <li>— Has the learner justified information from identified Units?</li> </ul> </li>   <li>◆ <b>Applies effective research techniques:</b> <ul style="list-style-type: none"> <li>— Identifies five appropriate primary/secondary sources of information/data and describes why they were chosen and how they were used.</li> </ul> </li>   <li>◆ <b>Accesses an appropriate range of resources:</b> (Candidates are not required to identify obvious items such as IT) <ul style="list-style-type: none"> <li>— Identifies and accesses appropriate resources</li> <li>— Describes how the resources were used.</li> </ul> </li>   <li>◆ <b>Applies problem solving techniques:</b> <ul style="list-style-type: none"> <li>— Identifies at least one problem encountered during project</li> <li>— Describes how the problem affected the project.</li> </ul> </li> </ul>	64

	<ul style="list-style-type: none"> <li>◆ <b>Applies information and analysis effectively in designing and delivering the action plan:</b> <ul style="list-style-type: none"> <li>— Applies relevant information to design the intervention</li> <li>— Implements the intervention effectively.</li> </ul> </li> </ul> <p style="text-align: right;"><i>Continued....</i></p>	
	<ul style="list-style-type: none"> <li>◆ <b>Identifies and gathers appropriate evidence to check whether criteria have been met:</b> <ul style="list-style-type: none"> <li>– Does the learner identify evidence to show that the Aims and Objectives of the intervention have been met?</li> </ul> </li> <li>◆ <b>Brings the project to an appropriate conclusion:</b> <ul style="list-style-type: none"> <li>— Does the learner bring the project to a satisfactory conclusion with the client?</li> <li>— Does the learner give the client appropriate guidance for the future?</li> </ul> </li> </ul>	
	<i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i>	

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 —  Evaluating	<ul style="list-style-type: none"> <li>◆ <b>Evidence of learner evaluating the effectiveness of the process including:</b> <ul style="list-style-type: none"> <li>— Summary of project brief</li> <li>— Summary of research approach.</li> <li>— Uses criteria identified in planning stage to evaluate the process</li> <li>— Demonstrating evaluative writing skills</li> <li>— Evaluation of the effectiveness of Stage 1 planning and timescale</li> <li>— Evaluation of the process of carrying out the project in Stage 2.</li> <li>— Evaluation of personal development gained through undertaking the case study (See principal aims of the HND in Fitness, Health and Exercise, Page 1)</li> </ul> </li>   <li>◆ <b>Evaluates any problems encountered in the process of completing the project:</b> <ul style="list-style-type: none"> <li>— Identifies the nature of the problems/issues/barriers</li> <li>— Explains accurately how the problems/issues/barriers were overcome</li> <li>— Suggests how these problems/issues/barriers could have been avoided and suggests improvements/modifications that could be made in similar projects in future.</li> </ul> </li>   <li>◆ <b>The learner will summarise the evaluation process in the form of a 10 minute oral presentation. The presentation may make use of electronic media and software packages.</b></li>   <li><b>Oral Presentation: Learner should</b> <ul style="list-style-type: none"> <li>— Highlight strengths and weaknesses identified during the project</li> <li>— Draws conclusions on skills learnt during the process of carrying out the project</li> <li>— Use appropriate language, format and structure throughout</li> </ul> </li> </ul>	12

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

### Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum Evidence Requirements for the Planning stage **before progressing** to the Developing stage.. Learners who produce evidence **over and above** that specified in the minimum Evidence Requirements may be awarded marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy. In the event that the assessor forms the view that the work finally submitted by the learner is so weak that it would prevent the learner progressing to the next stage, the learner may receive additional assistance (over and above the norm). In this event, the assessor will record this fact and the learner may receive no more than half of the available marks for this stage.

Assessors are reminded that achievement of the minimum evidence criteria will mean that the learner should be awarded a pass graded at C. Where the learner has submitted work which contains more than the minimum evidence, then additional marks may be awarded to enable the learner to be awarded either a grade B or an A.

## Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

It is recommended that specific marks are not awarded for the minimum Evidence Requirements: either a learner has achieved them or not. Given the assessment and grading allowed in the Evidence Requirement statement, this would allow a maximum of 12 additional marks to be awarded for the planning stage, 32 additional marks for the developing stage, and 6 additional marks for the evaluation stage. Assessors should develop a clear marking guideline which makes clear where additional marks may be awarded.

<b>Grade Related Criteria</b>		
<b>Grade A (70%-100%)</b>	<b>Grade B (60-69%)</b>	<b>Grade C (50-59%)</b>
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related</li> <li>◆ demonstrates an accurate and insightful interpretation of the project brief</li> <li>◆ is highly focused and relevant to the tasks associated with the project brief</li> <li>◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content</li> <li>◆ effectively consolidates and integrates required knowledge and skills</li> <li>◆ demonstrates the learner's ability to work autonomously</li> </ul>	<p>Is a clearly expressed and organised piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence for the three essential phases of the project, is written with clarity and shows basic analytical skills</li> <li>◆ demonstrates a competent and effective interpretation of the project brief</li> <li>◆ is focused and related well to the tasks associated with the project brief</li> <li>◆ is effectively structured throughout and language used is of an effective standard in terms of level, accuracy and technical content</li> <li>◆ Demonstrates application of underpinning knowledge and skills in some areas</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard</li> <li>◆ demonstrates an acceptable interpretation of the project brief</li> <li>◆ is focused and relevant to the tasks associated with the project brief</li> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content</li> <li>◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency</li> <li>◆ demonstrates independent learning with minimum support and revision during project</li> </ul>

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

If a learner does not achieve a pass or wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project (case study, investigation or practical assignment). In these circumstances, the highest grade achieved should be awarded.

## Higher National Project-based Graded Unit Support Notes

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

### **Guidance on approaches to delivery and assessment of this Graded Unit**

This Unit is designed to assess the learner's ability to integrate, practically and academically, the knowledge and understanding gained during the HND Fitness, Health and Exercise and apply it in a practical context with a client. Learners will be required to apply the Core Skills of communication; problem solving and working with others throughout.

The assessments should be completed holistically as a practical project in the context of selecting, screening, programming and delivering exercise and/or dietary advice to a client. It is strongly recommended that this Unit is not cross assessed with the associated Units mentioned above and that it is completed holistically for a new client not associated with the assessments in these Units.

It is anticipated that this holistic approach to assessments by learners will be undertaken as a practical project. Selection of a subject who will be accessible over the academic year is essential for successful completion of this case study. The identification of a client should take place early enough to allow the practical elements of the project to be carried out. (Screening, Fitness testing, Exercise Programming and Delivery.)

The learner should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the learner sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. Regular meetings between the learner and tutor should take place and be logged to ensure the learner is on course to submit the project by the date given for completion. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner's evidence at the time of the completion date. Late submissions and extensions should be reflected in the final grade awarded. Due to the nature of the timescale required to carry out this Practical Case Study re-assessment of this Graded Unit may prove difficult in the same academic year and re-sitting the Unit may be necessary with a new client. With proper Guidance and support the project should not initially be allowed to proceed past the planning stage where there are significant potential issues that indicate that the project is likely to be unsuccessful.

At this level, learners should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the learner. For example, Centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc. is carried out in other establishments or under the supervision of others that the learner does not receive undue assistance.

## Higher National Project-based Graded Unit Support Notes (cont)

### Graded Unit title: Fitness, Health and Exercise: Graded Unit 2

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. 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.

### Opportunities for developing Core and other essential skills

Whatever the learning, teaching and assessment approaches adopted, this Unit provides opportunities for developing most of the Core Skills but in particular, *Problem Solving*, *Communication* and *ICT*.

#### Problem Solving: Planning and Organising at SCQF level 6

Learners will develop a plan to complete a complex task and then identify and obtain resources to carry it out. The task will involve a large number of variables, many will be in a context unfamiliar to the learner, and some relationships will also be unfamiliar. The plan will include taking account of information, issues, aspects or situations and will need to be reviewed, and the strategy adjusted, when circumstances change. The learner will identify and obtain resources which s/he must select from a wide range of familiar and unfamiliar sources, probably by means of a search. The resources must be appropriate to the task and will include sources of information, set procedures, people, equipment and physical resources. The learner must decide how to manage and carry out the task.

#### Problem Solving: Critical Thinking at SCQF level 6

The Unit requires learners to analyse a complex task, identify and assess the relevance of the factors involved, and develop and justify an approach which will ensure its successful completion. The variables may be complex or unfamiliar to the learner and relationships may need to be explained or simplified. The learner must identify the variables associated with the task and ascertain their relevance, significance and any relationships between them. Thereafter the learner must evaluate the situation (by summarising, explaining or drawing conclusions) and identify a strategy to deal with it. A new approach may then be devised or an existing one modified. The revised approach must be justified by the learner's taking account of the factors involved, the resources available and/or by comparing various possible alternatives.

#### Problem Solving: Reviewing and Evaluating at SCQF level 6

This Unit requires learners to evaluate their own problem solving activity by reviewing the effectiveness of their techniques/strategies in meeting the aims of the task. The learner will analyse the effectiveness of all aspects of the problem solving strategy, including any actual or considered modifications to it during the course of the activities. They may then either devise their own or adopt other established evaluation criteria. Appropriate evidence to support the learner's conclusions must be gathered from a suitable range of sources and coherent conclusions must be drawn taking account of all the evidence. Recommendations could include suggestions for further investigation or the use of a different strategy to improve the learner's future performance.



## **Higher National Project-based Graded Unit Support Notes (cont)**

**Graded Unit title:** Fitness, Health and Exercise: Graded Unit 2

### **Communication: Oral Communication at SCQF level 6**

During the course of this Unit the learner will need to convey information, ideas and opinions accurately, coherently and succinctly using appropriate vocabulary and language structures. When contributing to discussion when making an oral presentation s/he will need to present a coherent report, respond to the opinions of others and take account of their contributions.

### **Communication: Written Communication (Reading) at SCQF level 6**

This Unit involves reading a wide range of materials which may present complex ideas and arguments and which will require the learner to be able to understand and identify key and linked facts, arguments and issues. Learners will read text concerned with the analysis and synthesis of information. The text may include images and will often serve more than one purpose, eg to inform, persuade or recommend. Learners will extract information from the text and synthesise ideas and information to support their own arguments or points of view.

### **Communication: Written Communication (Writing) at SCQF level 6**

Learners will undertake research and use their analytical skills to find, select and interpret the information needed to produce a report or similar communication which has a clearly defined purpose and structure. The information presented must be analysed and evaluated and relevant ideas developed, taking account of conflicting evidence and opinions. The overall task is a complex topic and will involve a large number of related ideas, opinions and detail which will need to be analysed and evaluated clearly and end with logical conclusions.

### **Information and Communication Technology (ICT): Accessing Information at SCQF level 6**

Learners will use a range of *ICT* equipment independently, carry out complex searches and Manage the organisation and security of their work. They will present relevant, accurate information effectively using media appropriate to both subject and audience.

### **Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 6**

Learners will be expected to use a range of processing tasks independently, observing security procedures and the needs of other users. They will extract and present information from local or remote data sources which may be textual, graphical, audio, etc. They will use *ICT* to gather and evaluate information and present findings in an appropriate format.

## History of changes to Graded Unit

Version	Description of change	Date
02	Corrections to typo errors in original specification, amendments to scope of planning and evaluation stages, clarification of brief.	18/08/16

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## General information for learners

### Graded Unit title: Fitness, Health and Exercise: Graded Unit 2

This Graded Unit is designed to provide evidence that you have met and achieved the following principal aims of the HND Fitness, Health and Exercise Group Award:

- ◆ To develop and apply an open minded, critical and evaluative perspective.
- ◆ To develop knowledge and skills of investigation, planning and problem solving.
- ◆ To develop the ability to be flexible and to work co-operatively with others.
- ◆ To develop and implement advanced instructor skills, including client screening and evaluation; fitness testing; exercise application and leadership.
- ◆ To develop communications skills and presentation techniques.
- ◆ To develop and focus on appropriate interpersonal skills.
- ◆ To develop time management skills.
- ◆ To increase awareness of the interdisciplinary nature of Fitness, Health and Sport and their relationship with Exercise.
- ◆ To enhance understanding of the role of Fitness. Health and Exercise in contemporary society.
- ◆ To apply SMART targets in a Health and Fitness context.
- ◆ To reinforce key skills for employability by reinforcing and honing the competences identified and required for working within the Fitness and Exercise Industry.
- ◆ Develop and apply transferable exercise skills with specific populations.

This Graded Unit involves:

- ◆ Formulating aims and objectives that will help a client meet their goals safely and plan the best way to research and implement an exercise and nutritional strategy based on these goals.
- ◆ Establishing a fitness and lifestyle base line for the client from which to measure progress, agreeing dates and targets for exercise sessions, interim testing and client meetings. Develop an exercise and nutritional plan in detail, taking account of the client's goals and individual circumstances and evaluate the results/success of the programme in relation to the client's stated goals.
- ◆ Evaluating the success of the project in terms of planning and delivery with suggestions on how to improve any future client interventions, presenting the findings in an oral class presentation.
- ◆ Identifying areas of your own personal development which may be improved through undertaking the case study (See above)

Whatever the learning, teaching and assessment approaches adopted, this Unit provides opportunities for developing most of the Core Skills but in particular, *Problem Solving*, *Communication* and *ICT*.

You will be required to plan, develop and evaluate a practical case study which will analyse key fitness and health based issues that currently, or may in the future, impact on a selected client. In undertaking this project, you will be required to negotiate access to a client and secure informed consent to carry out the investigation. There are significant issues of confidentiality involved in the completion of the task, and the skills you need will be drawn from the whole range studied in first and second year of the HND in Fitness, Health and Exercise.