



## **Arrangements for:**

### **HNC and HND Fitness, Health and Exercise**

#### **Group Award Code:**

- G866 15 Fitness, Health and Exercise (HNC)**
- G867 16 Fitness, Health and Exercise (HND)**

**Validation date: February 2006**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

## History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
06	<b>Revision of Unit:</b> DV0M 34 Work Experience has been replaced by HJ4W Work Placement and will finish 31/07/2019 for the HND framework only	March 2017
05	<b>Revision of Unit:</b> DK2K 34 Getting Started in Business <i>has been revised by</i> H7V4 34 Preparing to Start a Business <i>and will finish on</i> 31/07/2016.	December 2014
04	DW5W 35 Applied Exercise Prescription has been revised by H4T5 35 and will finish on 31/07/2015, DW5X 35 Applied Fitness Assessment and Diagnostic Testing has been revised by H4T6 35 and will finish on 31/07/2015, DW5Y 35 Health Screening has been revised by H4T7 35 and will finish on 31/07/2015, DP2E 35 Current Exercise Trends has been revised by H4T8 35 and will finish on 31/07/2015, DW61 35 Exercise for Pre and Post-Natal Clients has been revised by H4TA 35 and will finish on 31/07/2015, DW60 34 Exercise Physiology and Anatomy has been revised by H4TB 34 and will finish on 31/07/2015, DP8E 34 Exercise Principles and Programming has been revised by H4TC 34 and will finish on 31/07/2015, DP2F 34 Stretch Training has been revised by H4TD 34 and will finish on 31/07/2015, DP2L 34 Health Screening has been revised by H4TE 34 and will finish on 31/07/2015, DT4W 34 Nutrition for Fitness, Health and Exercise has been revised by H4TF 34 and will finish on 31/07/2015, DP2D 34 Physical Activity for Children has been revised by H4TG 34 and will finish on 31/07/2015, DW63 34 Plan, Teach and Evaluate a Group Exercise with Music Session has been revised by H4TJ 34 and will finish on 31/07/2015, F9T6 34 Plan, Teach and Evaluate a Gym Based Exercise Session has been revised by H4TK 34 and will finish on 31/07/2015, DW66 35 Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults has been revised by H4TL 35 and will finish on 31/07/2015, DP2J 34 Swimming Pool Lifeguard: Skills and Practice has been revised by H4TM 34 and will finish on 31/07/2015, DW69 34 Fitness, Health and Exercise: Graded Unit 1 has been revised by H4VL 34 and will finish on 31/07/2015 and DW6A 35 Fitness, Health and Exercise: Graded Unit 2 has been revised by H4VM 35 and will finish on 31/07/2015.	September 2013
03	Amendments to Qualification framework — addition to optional Units	July 2008
02	Replacement of Unit Workplace Effectiveness — DG6G 35	February 2008

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# 1 Background to the revised HNC/HNDs in Fitness, Health and Exercise

This is the Arrangements Document for the *Group Awards in Fitness Health and Exercise which were validated in February 2006*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

## 1.1 Introduction

Between 1994 and 2001 a number of centres were approved by SQA to offer Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) in the area of fitness, health and exercise.

In 1998, as detailed below, SQA agreed changes to the design rules of all its Higher National Qualifications (HNQs). Three areas were chosen as pilots to take forward their qualifications for validation under the new design rules. The three qualifications were HNC/HNDs in Social Sciences, Communication, and Computing and Information Technology. Following the pilot phase a rolling programme of re-validations was established with a target date of 2008 for completion of all, and the HNC/HNDs in Fitness, Health and Exercise were allocated a time-slot within this. The Qualification Design Team (QDT) to take this forward was formed in late 2002 and a QDT group was also established.

## 1.2 Background to the design principles for HNQs

In 1995 SQA (SCOTVEC) began a comprehensive review and consultation process regarding HNQs. The main message resulting from this review was acceptance of the need to adjust these qualifications but not to make radical changes to well-used and highly respected qualifications.

In 1998 changes were agreed to the design rules for HNQs and a timescale for implementation established.

In 2003, following on from the initial pilot, the design rules were amended and became the Design Principles.

### **Key reasons for the agreed changes:**

- ◆ the implementation of the Higher Still initiative in session 1999/2000
- ◆ the recommendations of the Dearing and Garrick Committees on the role and nature of sub-degree education
- ◆ the review of all SVQs and NVQs
- ◆ the development of a Scottish Credit and Qualifications Framework (SCQF) launched in 1999
- ◆ the need to ensure that all SQA qualifications continue to meet the needs of stakeholders, including candidates, employers and centres
- ◆ the growing importance of Core Skills in all SQA Group Awards at National level

The agreed changes to HNQs detailed below represent an enhancement rather than a root-and-branch change to the current system.

In summary the changes cover:

- ◆ design principles, eg credit value; level; mandatory sections
- ◆ assessment and grading
- ◆ Core Skills
- ◆ quality assurance

The aim of these changes is to improve the overall standard of HNCs/HNDs and to enhance their currency amongst end users, including employers and Higher Education (HE) admissions staff.

### 1.3 Summary of changes

#### **Course Structure Design Principles require 12 Unit credits for HNC**

The **HNC** Award is 12 Unit credits and the award is at SCQF level 7.

- ◆ The Graded Unit is at level 7 and a further 11 Unit credits is required to total 96 SCQF credit points.
- ◆ Each 40 hour Unit is allocated 8 SCQF points on the basis that there are 40 hours of centre delivery time and an additional 40 hours of candidate study time. (One point is equivalent to 10 hours or work).
- ◆ The minimum of points at SCQF level 7 required is 48. The remainder may be at a different level if this is supported by research.

This HNC award has a mandatory core section, including the Graded Unit comprising 8 Unit credits. This leaves a further 4 Unit credits to be gained from the options.

#### **HND achievement**

- ◆ Candidates will be awarded an HND on successful achievement of 240 SCQF credit points, which will include successful achievement of all Units and the Graded Units in the mandatory sections.
- ◆ The 240 SCQF credit points should incorporate at least 64 SCQF credit points at SCQF level 8.
- ◆ There are no other specifications regarding the minimum or maximum SCQF level for the remaining SCQF credit points.

Please note that for both the HNC and the HND, the minimum number of SCQF points at SCQF levels 7 and 8 can be achieved through attainment of HN Units and Graded Units.

By way of further explanation this means that for the HNC award, candidates will need to achieve **all** of the mandatory Units for HNC including the Graded Unit. This totals 8 Unit credits plus 4 Unit credits from the options list. This totals 12 Unit credits for HNC.

To achieve the HND award, the candidate will require to achieve the 12 HNC Units described above (which includes the HNC Graded Unit), along with 18 additional Unit credits. This will represent 15.5 Unit credits (including the double Graded Unit) which is **ALL** of the HND mandatory Units and an additional 14.5 Unit credits from the options list. This in effect totals 30 Unit credits for the HND.

Although centres must of course ensure that the required number of SCQF points is achieved at the required levels as detailed above, it should be noted that the mandatory section contains sufficient Level 8 points to meet the minimum points at level 8 and this allows an unrestricted choice of optional Units.

#### **1.4 Work of the QDT**

The QDT became familiar with the new design principles and their implications for the Group Awards over a series of meetings. Statistical information was collected on entry levels, success rates and progression routes for the last six years. Graduates, Centres, current employers and receiving institutions were approached to assess the usefulness of the awards. The great majority of graduates were generally happy with the current awards, although many questioned the relevance of Management and European Units in the optional Unit list. Employers emphasised the importance of the Core Skills of *Communication*, Group work (*Working with Others*) and *Problem Solving* and expected a link between National Occupational Standards (NOS) and HN underpinning knowledge. Centres were generally happy with the rationale, aims and structure of the revised awards. Universities felt that HN candidates needed better preparation for research-based study. A summary of results is contained within the appendices.

The main changes, apart from conforming to the design principles, involve changes to Unit titles (to better reflect current industry needs) and Unit content and the introduction of new Units to the HND year two programmes. These new Units have been introduced as a result of the survey results and to allow candidates to extend and develop knowledge and practical skills gained in year one.

The results of the work of the QDT are detailed as follows and set out in accordance with the published guidance issued by SQA.

## **2 Rationale for the revision of the awards**

### **2.1 Titles — both revisions/rationalisation of previously validated Group Awards**

**HNC Fitness, Health and Exercise HND**

**Fitness, Health and Exercise**

### **2.2 Rationale**

Physical inactivity has been called the ‘silent killer of our time’.

The rationale for the HNC/HND Fitness, Health and Exercise and the framework for the HNC/HND Fitness, Health and Exercise qualifications rests upon much of the rationale for the existing award which, over the intervening period 1998–2005, has received firm governmental backing both in terms of policy making and financial commitment.

The benefits (of increased physical activity) to reduced healthcare costs through the reduction of chronic disease and the potential contribution of physical activity to support the delivery of major social, economic, environmental and community policies is enormous. Our recommendations reflect a belief that investment to achieve these targets is ‘one of the best buys in public health’, as stated by Professor Jeremy Morris, one of the UK’s leading researchers in this area. Showing what the possible cost benefits would be to the economy is also becoming recognised worldwide for making decisions in healthcare. Measuring the economic burden on public funds arising from physical inactivity on morbidity (disease) and mortality (death) is a developing issue.

‘The health of two-thirds of the Scottish adult population is now at risk from physical inactivity, making it the most common risk factor for coronary heart disease in Scotland today. Perhaps most worryingly, this trend starts before young people have left school’

**‘Let’s Make Scotland More Active- A strategy for physical activity’**

**Physical Activity Task Force**

**<http://www.scotland.gov.uk/library5/culture/lmsa-00.asp>**

‘Physical inactivity is clearly a very common and certain risk to health and wellbeing in Scotland. This results not only in death and disease but also limits the extent to which many people in Scotland can take part fully at school, in work, in their communities and in family life. The evidence, provided by the Physical Activity Task Force, about the scale and consequences of inactivity is a stark warning of the need for further action.

The Physical Activity Task Force has presented us with new targets for levels of physical activity to be achieved.’

Jack McConnell, MSP  
First Minister

Given this very broad range of ways in which we can be active, there is no single department, agency or organisation in the country that currently develops and promotes and delivers all areas of physical activity.

***Let's Make Scotland More Active: A strategy for physical activity thus provides fitness, health and exercise professionals with the following challenges:***

- ◆ Maintaining existing levels of physical activity (that is, making sure that we reverse the trend towards reducing activity levels)
- ◆ Increasing activity levels across the entire population to reach targets set by government
- ◆ Bringing about basic changes in activity levels in specific sections of the fitness, health and exercise population.
- ◆ Carrying out more research and evaluation into physical activity levels and types that have the maximum health related benefit for at risk groups
- ◆ Managing behavioural change and encouraging individual responsibility for adopting positive attitudes towards healthy living and wellness

There is strong evidence that the greatest health benefits happen when the least active people become moderately active.

*(Professor Stephen Blair of Cooper Institute for Aerobics Research in Dallas)*

There is evidence from the Health Education Population Survey (1998) that only 34% of the population are aware of this message.

Another alarming statistic to consider, despite capturing a section of the population who now exercise on a regular basis, is that 72% of women and 59% of men are not active enough for health. Even among children, 27% of boys and 40% of girls are not active enough to meet the guidelines.

*(Source: Scottish Health Survey, 1998)*

Many of the population hear the messages from Government and media and are motivated to become more active and there has been a steady growth in the Fitness Industry over the last twenty years. This is evidenced by the ever increasing number of public and private Health and Fitness centres opening each year to meet the increasing public demand for facilities. These centres require a well-trained and knowledgeable workforce to translate the recommendations and guidelines into action. Further Education has a well-established base to deliver vocational education to meet this requirement and both public and private health centres.

The original HN design team consulted the public and private sectors extensively to gain an understanding of what was required of those entering the industry as instructors and exercise specialists. This consultation was revisited during the revalidating process. This has shaped the qualification from the outset and guided its development throughout. Former candidates who have used the qualification as an entry into the industry were also consulted to ascertain how successful the current award has been in providing them with the tools to do the job. The feedback has been very positive from both industry and the holders of the current award.

The First International Consensus Statement on physical activity, fitness and health recognised that physical activity is a general term. There are many types of physical activity: exercise, sport, play, dance and active living such as walking, housework and gardening. One of the targets of the Sports 21 strategy is indeed related to increasing activity levels especially amongst youngsters and most of the other targets impact upon Health and Fitness.

## The eleven targets in Sport 21 2003–2007 — Shaping Scotland’s Future

1	80% of primary schoolchildren will be physically active.
2	We will have made progress towards all schoolchildren taking part in at least two hours of high quality physical education classes a week.
3	85% of those aged 13–17 will take part in sport, in addition to the school curriculum, more than once a week.
4	49% of those aged 14 plus in Social Inclusion Partnership areas will take part in sport at least once a week.
5	55% of those aged 17–24 will take part in sport more than twice a week.
6	43% of those aged 45–64 will take part in sport at least once a week.
7	Over 250 Scots will have been medallists on the world stage.
8	Scotland will have 500 sports halls available to the public so that 70% of Scots have access to a hall within 20 minutes walk.
9	Over one million Scots will play sport in membership of clubs.
10	Scotland will sustain 150,000 volunteers who are contributing to the development and delivery of Scottish sport.
11	Every local authority area’s community planning process will have contributed to the targets of Sport 21 2003–2007.

The challenge for the QDT was to take on board these wider issues, canvass opinions from other stakeholders, in particular employers, current and past candidates and universities, and produce an award that would provide personnel to deliver positive health and activity messages to a wide range of future clients.

These are exciting times for fitness, health and exercise professionals both current and future. New professionals will have the opportunity of a current, validated, SVQ referenced and government supported education and training Higher National initiative. Current professionals will be faced with a wider range of client groups, a larger proportion of which will be coming from a maturing market. These client requirements are for less dynamic activities, requiring up-skilling of current professionals.

These are challenging demands for the revalidation of this award, but the QDT are confident that this revised award has met these demands satisfactorily.

## 2.3 Articulation and Progression

These need to be set against the background of developing industry requirements and various Scottish Executive initiative and Central Government initiatives referred to in the previous section that address health and exercise issues within the population:

The design of the awards offers articulation and progression with:

### (a) Secondary Education

- ◆ SQA National Units and courses in appropriate subjects at Higher level
  - An example of this would be Higher level Physical Education which is underpinned by Standard Grade Physical Education.
- ◆ Scottish Group Awards at Higher level with appropriate subjects
  - PBNC award at higher which would allow articulation and these are
    - *Sports Coaching Studies Higher (C03R 12)* and *Sports Organisation Higher (C03S 12)*
- ◆ Scottish (National) Progression Awards in appropriate subjects
  - An example of this would be the SPA in *Sport and Recreation (G7HN 11)*
- ◆ Skills for Work
  - An example of this would be the Skills for Work Course in *Sport and Recreation (C219 10)*/Skills for Work Course in *Sport and Recreation (C219 11)*

**(b) Further Education**

- ◆ SQA National Units and courses in appropriate subjects at Higher level
  - An example of this would be Higher level Physical Education which is underpinned by Standard Grade Physical Education.
- ◆ Scottish Group Awards at Higher level with appropriate subjects
  - PBNC award at higher which would allow articulation and these are
    - *Sports Coaching Studies* Higher (C03R 12) and
    - Sports Organisation* Higher (C03S 12)
- ◆ GCE ‘A’ levels in appropriate subjects
  - eg Physical Education or similar subject.
- ◆ Skills for Work
  - An example of this would be the Skills for Work Course in *Sport and Recreation* (C219 10)/Skills for Work Course in *Sport and Recreation* (C219 11)

**(c) Higher Education**

Articulation into second/third year degree programmes in:

Sport and Exercise Science: three Universities

Sports Science: two Universities

Sports Studies: one University

Sports Institutes: The course provides backup for ACE (Athlete Continuing Education) programmes within the Scottish Institute of Sport

The HNC Course may give access to First Year and HND access to second year in the following courses in HE establishments.

Sports Policy, Planning and Management  
Operational Management in Sport Economics  
of Sport

The existence of the Scottish Credit and Qualifications Framework has facilitated the transfer of credit between SQA qualifications and degrees. This has happened for candidates gaining the current Group Awards. The SCQF firmly embeds these arrangements into the whole of Scottish educational provision across all educational institutions in Scotland. However, these opportunities are not confined to Scotland but exist throughout the United Kingdom if desired.

Although originally intended for mature candidates these qualifications are now very popular with younger candidates and due to the incremental steps these awards offer, they allow candidates to progress and have their achievements formally recognised at every step by a national qualification. This route is realistic for many adult candidates or younger candidates who have ‘just missed’ entering Higher education straight after school as well as those who have an enthusiasm for working in the field of Fitness and Health.

They have been taken on a part-time as well as full-time basis and this course is designed to allow that possibility to continue.

**(d) Employment**

Centres represented in the QDT contacted the majority of their local employers during the process of determining the content of the awards. All their views were taken into account and there is confidence that candidates achieving the awards will continue, as a result, to enjoy excellent employment prospects.

However it is recognised that many of the candidates taking these qualifications have used them to progress to HE rather than employment. Those who have progressed into employment or were in employment while studying for the Group Awards confirm their usefulness to employment prospects. This is illustrated further under subject related (specific) aims of the Group Awards as well as general aims.

**2.4 Summary**

The value of a Steering group is that widespread consultation across Scotland and beyond has been possible. Continued and increased membership of the QDT and design groups shows that the awards are genuinely national awards, offering, as a result, the opportunity to move between colleges and choose a centre of study and location with great flexibility. This also holds for progression.

### 3 Aims of the award

The aims of the HNC/HND Group Awards have been divided into general aims and subject-related (specific) aims.

#### 3.1 General aims

All HNC/HNDs have a range of broad aims that are generally applicable to all equivalent HE qualifications, eg:

- ◆ lead towards the development of critical and evaluative thinking
- ◆ developing problem solving
- ◆ developing the ability to manage large amounts of information
- ◆ developing communication skills and presentation techniques
- ◆ developing the ability to be flexible and to work co-operatively with others
- ◆ developing personal effectiveness
- ◆ developing the ability to take responsibility for one's own learning
- ◆ developing study and research skills
- ◆ developing skills in IT
- ◆ developing skills in numeracy
- ◆ enabling progression within the SCQF including progression to HE if desired
- ◆ providing opportunities for career planning and enhancing candidates' employment prospects
- ◆ recognition of any prior experience if appropriate
- ◆ to gain knowledge and skills of investigation, planning and problem solving
- ◆ identify key issues facing those working in the Fitness industry
- ◆ investigate factors which influence customer retention
- ◆ to develop an awareness of different exercise modalities
- ◆ learning good practice from Fitness professionals at work
- ◆ to assist candidate in making informed choices regarding career options

#### 3.2 Specific aims

The HNC award is designed to give candidates an introduction to the basic principles of fitness, health and exercise. The fundamental principles of training will be introduced and the basic principles of the science behind these principles will be established. Candidates will spend a considerable time actually undertaking fitness, health and exercise activities, as there is no substitute for practical experience. This point has been repeatedly emphasised by the industry. Candidates will also be prepared for employment in the industry.

The following specific aims relate to the HNC award:

- ◆ Develop a sound understanding of the principles of Anatomy and Physiology in relation to exercise
- ◆ Develop a sound understanding of the role which nutrition plays in Fitness, Health and Exercise
- ◆ Develop an awareness of the interdisciplinary nature of Fitness and Health
- ◆ Develop skills in the screening of clients in a Fitness, Health and Exercise setting
- ◆ Increase awareness of legislative changes and government initiatives in the area of Health and Exercise
- ◆ Develop and apply transferable exercise skills

The **HND** award is designed to build on the **HNC** award and advance the skills and knowledge of the candidate. Candidates will advance their study of fitness, health and exercise activities and related areas.

The following specific aims relate to the HND award:

- ◆ Increase awareness of the interdisciplinary nature of Fitness and Health
- ◆ Develop skills in exercise application and leadership
- ◆ Develop understanding of the role of Fitness, Health and Exercise in contemporary society
- ◆ Develop an understanding of the need to involve participants fully in their own Fitness and Health development
- ◆ Apply the above in order to give ownership of programmes to individuals
- ◆ Develop and apply an open minded, critical and evaluative perspective enabling optimum customer service
- ◆ Develop and apply transferable exercise skills with specific populations

### **3.3 Skills development**

The following additional generic transferable skills will also be developed. These are:

- ◆ the ability to evaluate theoretical concepts
- ◆ the application of theoretical concepts to fitness, health and exercise activities
- ◆ development of critical cognition
- ◆ an understanding of the role of information technology in this and other specialist areas

The new qualifications will sustain the incremental progression through the range of relevant qualifications now available from Intermediate 1 level to HND.

### **3.4 Summary**

The specific aims and development of skills are attained through achievement of all mandatory and selected optional Units and confirmed and reinforced by the Graded Unit Assessments.

### **3.5 Target groups**

This new award will continue to target school leavers who have a desire to enter the industry with a solid foundation in both fitness and health skills and knowledge. It will also satisfy the needs of those who wish to use it as a stepping stone to related degree level courses. The course encourages mature returnees to education who have a desire to change career or re-enter education after a break in either work or study.

### 3.6 Employment opportunities

The Sector Skills Council (SkillsActive) reports the following facts and figures:

- ◆ Employment growth has soared — almost four times that of all industries in UK with an average annual growth rate of 3.9%
- ◆ Active Leisure and Learning has outperformed twice as well as the UK economy over the last 10 years in GVA output
- ◆ The sector is still expected to outperform the UK until 2014, despite slowing down
- ◆ Growth fuelled particularly by Sport, Fitness Outdoors and Playwork

<b>Growth indices last 5 years</b>		
	<b>Employment</b>	<b>Output</b>
UK	390	196
England	410	203
Scotland	245	146
Wales	125	178
N Ireland	167	121
100 = whole economy for each country		

- ◆ 24% of ‘establishments’ report a vacancy
- ◆ 42% of sector organisations with a vacancy found them hard-to-fill
- ◆ 54% of organisations with a hard-to-fill vacancy attributed it to a skills shortage reasons (lack of experience, qualifications or skills required)
- ◆ Skills shortage vacancies represented 19% of all vacancies
- ◆ 16% considered they had a skills gap

Candidates may have employment opportunities in a wide variety of establishments including (but not exhaustive):

- ◆ Private Health and Fitness clubs
- ◆ Local authority sports centres
- ◆ Local authority fitness clubs
- ◆ Hotels with a fitness suite
- ◆ Conference centres with fitness facilities
- ◆ ‘Team game’ clubs with a need for fitness professional to support training

## **4 Access to awards**

### **4.1 General access requirements**

It is recognised that HNC/HND Fitness, Health and Exercise attracts a wide range of applicants from different backgrounds and experiences. Access will be at the discretion of the centre but, given the demands of the course, it is advisable that candidates demonstrate competence in one of the following:

- 1 SQA National Units and courses in relevant areas at Intermediate 2 and Higher level
- 2 SQA Project Based National Courses at Intermediate 2 or Higher level in Fitness, Coaching, Leading Sport or Sports Organisation or other relevant awards
- 3 GCE 'A' level in relevant subjects and other relevant GCE awards

However, HNC/HND Fitness, Health and Exercise has a tradition of offering opportunities to applicants without formal qualifications and who may have experienced social exclusion. Therefore, centres are encouraged to support fully our tradition of social inclusion and continue to provide opportunities for applicants from non-traditional routes. This will include mature returnees or candidates who wish to change career or career breaks to raise a family. In such cases, centres are encouraged to take into account work experience, life skills and potential ability.

This may include submission of a brief written assignment or essay to be produced at or submitted before interview to provide some indication of academic standing and communication skills. It may also be appropriate to screen the applicant's Core Skills profile.

Units are included within the framework which may allow candidates who have prior work experience, to be 'fast tracked' for some Units where their previous experience in the industry may be recognised (for example candidates who have worked in the industry with non-advanced qualifications, ie below the level of HNC, or who have no qualifications). There are optional Units within the framework which are suitable for this and may give recognition to past experiences and skills.

### **4.2 Part-time provision**

The HNC/HND will continue to provide opportunities for part-time candidates and contribute to the life-long learning and social inclusion agendas. Examples of part-time provision include:

- 1 Individualised programmes with candidates building up credits over a number of years and working towards the Group Award. Usually 'in-fill' into full-time classes.
- 2 Discrete part-time course run over 2 years for HNC or longer for HND.

Part-time candidates can also progress to university study either on a full-time or part-time basis although entry is at the discretion of the receiving institutions.

### 4.3 Recommended Core Skills Entry Profile

The recommended Core Skills entry profile for the HNC/HND Fitness, Health and Exercise qualifications is as follows:

Communication	Intermediate 2
Numeracy	Intermediate 2
Problem Solving	Intermediate 2
Information Technology	Intermediate 2
Working with Others	Intermediate 2

The recommended entry Core Skills profile is offered to reflect employer requirements. This level has been suggested as it allows candidates from a wide range of backgrounds to access the award. It is recognised that not all candidates accessing this award will have a certificated Core Skills profile.

Section 6 contains information on Core Skills development in the awards.

## 5 Awards structure

### HNC Group Award: Fitness, Health and Exercise — G866 15

**12 credits needed in total**

**Structure (Mandatory): 12 credits needed**

**Mandatory (Mandatory): 8 credits needed**

**Selected Units (Mandatory): 8 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Exercise Physiology and Anatomy*	H4TB 34	16	7	2
Exercise Principles and Programming*	H4TC 34	16	7	2
Nutrition for Fitness, Health and Exercise*	H4TF 34	8	7	1
Health Screening*	H4T7 35	4	7	0.5
First Aid for Sport	DD30 34	4	7	0.5
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Fitness, Health and Exercise: Graded Unit 1*	H4VL 34	8	7	1

**Options (Mandatory): 4 credits needed**

**Group 1 (Mandatory): from 2 to 4 credits needed**

**Selected Units (Optional): from 2 to 4 credits needed**

Plan, Teach and Evaluate a Group Exercise with Music Session*	H4TJ 34	16	7	2
Plan, Teach and Evaluate a Gym Based Exercise Sessions	H4TK 34	16	7	2

**Group 2 (Mandatory): up to 2 credits needed**

**Selected Units (Optional): up to 2 credits needed**

Workplace Communication in English	DE1K 33	8	6	1
Body Massage	DN6C 33	16	6	2
Using Software Application Packages	D85F 34	8	7	1
Swimming Pool Lifeguard: Skills and Practice*	H4TM 34	8	7	1
Swimming Teachers: An Introduction	DP2G 34	8	7	1
Plan, Teach and Evaluate a Water Based Exercise Session	DW5V 34	16	7	2
Stretch Training*	H4TD 34	4	7	0
Physical Activity for Children*	H4TG 34	8	7	1

<b>Unit title</b>	<b>Code</b>	<b>SCQF credit points</b>	<b>SCQF level</b>	<b>SQA credit value</b>
Personal Development Planning	DE3R 34	8	7	1
Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults*	H4TL 35	16	7	2
Managing Stress through Exercise and Therapy	DP2M 35	12	8	1.5
Exercise for Pre and Post-natal Clients*	H4TA 35	12	8	1.5
Working as an Exercise and Fitness Professional in Europe	DP2K 35	16	8	2
Psychology of Sports Coaching	DD35 34	8	7	1

\*Refer to History of Changes for revision details.

## HND Group Award: Fitness, Health and Exercise — G867 16

**30 credits needed in total**

**Structure (Mandatory): 30 credits needed**

**Mandatory (Mandatory): 15.5 credits needed**

**Selected Units (Mandatory): 15.5 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Exercise Physiology and Anatomy*	H4TB 34	16	7	2
Exercise Principles and Programming*	H4TC 34	16	7	2
Nutrition for Fitness, Health and Exercise*	H4TF 34	8	7	1
Health Screening*	H4T7 35	4	7	0.5
First Aid for Sport	DD30 34	4	7	0.5
Health and Safety Legislation: An Introduction	DF87 34	8	7	1
Applied Exercise Prescription*	H4T5 35	16	8	2
Applied Nutrition and Health Assessment	DW5Y 35	12	8	1.5
Getting Started in Business*	DK2K 34	8	7	1
Research Investigation in Sport	DD2P 35	8	8	1
Fitness, Health and Exercise: Graded Unit 1*	H4VL 34	8	7	1
Fitness, Health and Exercise: Graded Unit 2*	H4VM 34	16	8	2

**Options (Mandatory): 14.5 credits needed**

**Group 1 (Mandatory): from 2 to 4 credits needed**

**Selected Units (Optional): from 2 to 4 credits needed**

Plan, Teach and Evaluate a Group Exercise with Music Session*	H4TJ 34	16	7	2
Plan, Teach and Evaluate a Gym Based Exercise Sessions*	H4TK 34	16	7	2

**Group 2 (Optional): up to 1.5 to 12.5 credits needed****Selected Units (Optional): up to 12.5 credits needed**

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Sports Massage Techniques	DP8D 35	12	8	1.5
Working as an Exercise and Fitness Professional in Europe	DP2K 35	16	8	2
Mechanics for the Health and Fitness Professional	DW64 35	8	8	1
Applied Fitness Assessment and Diagnostic Testing*	H4T6 35	12	8	1.5
Assisting Sports for Disability	DD2H 35	8	8	1
Current Exercise Trends*	H4T8 35	16	8	2
Managing Stress through Exercise and Therapy	DP2M 35	12	8	1.5
Exercise for Pre and Post-natal Clients*	H4TA 35	12	8	1.5
Event Management in Sport	DA8X 35	8	8	1

**Work Role Effectiveness (Optional): up to 3 credits needed**

Work Role Effectiveness (1988) (lapse date: 31.07.2006)	DG6F 35	24	8	3
Work Role Effectiveness (2003)	DG6G 35	24	8	3

**Group 3 (Optional): up to 11 credits needed****Selected Units (Optional): up to 11 credits needed**

Workplace Communication in English	DE1K 33	8	6	1
Body Massage	DN6C 33	16	6	2
Using Software Application Packages	D85F 34	8	7	1
Swimming Pool Lifeguard: Skills and Practice*	H4TM 34	8	7	1
Swimming Teachers: An Introduction	DP2G 34	8	7	1
Plan, Teach and Evaluate a Water Based Exercise Session	DW5V 34	16	7	2
Stretch Training	DP2F 34	4	7	0.5
Physical Activity for Children*	H4TG 34	8	7	1
Personal Development Planning	DE3R 34	8	7	1
Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults*	H4TL 35	16	7	2
Work Placement	HJ4W 34*	8	7	1
Psychology of Sports Coaching	DD35 34	8	7	1

\*Refer to History of Changes for revision details.

## **6 Conditions of award**

### **6.1 HNC**

The HNC will be awarded on successful completion of 96 SCQF credit points which includes one Graded Unit of 8 SCQF credit points at SCQF level 7.

The 96 SCQF credit points will incorporate a minimum of 48 points at level 7.

### **6.2 HND**

The HND will be awarded on successful completion of 240 SCQF Credit Points which includes the single credit Graded Unit at SCQF 7 and the double credit Graded Unit at SCQF 8.

The 240 SCQF Credit Points will contain a minimum of 64 SCQF points at SCQF level 8, the minimum of 48 from the HNC/Year one mandatory section.

Other options may be selected from the frameworks as required provided that the minimum numbers of credits are met.

## 7 Core Skills

### HNC/HND Fitness Health and Exercise

#### Opportunities for Core Skills development The

Core Skills recognised by SQA are:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving
- ◆ Information Technology
- ◆ Numeracy

Research for the HNC/HND Award Fitness, Health and Exercise has found that employers and Higher Education recognise a range of key skills as critical for workers in the vocational area. Professional and personal qualities which enable and enhance communication with a wide range of people, setting and achieving targets and effective time and resource management are attributes essential to success. Critical analytical thinking and on-going evaluation of issues affecting the concepts of health and fitness are also essential. The ability to calculate and work with relevant data and to interpret numerical and graphical information is part of providing practical treatment for clients. All activities in the award will, therefore, provide a context for developing and tailoring relevant elements of the Core Skills in *Communication, Working with Others, Problem Solving* and *Numeracy* to meet the specific demands of the vocational area. Skills in using Technology both in researching current industry information and in producing reports and maintaining records to a professional standard, underpin the award.

Practical teaching and learning activities of the course will provide a context and opportunities to develop all Core Skills to a significant level. The Graded Units allow candidates to integrate and apply knowledge and skills developed during the award, and provide a range of further opportunities to demonstrate transferable skills and a high level of achievement in a Practical Assignment. Enhancement of skills will also occur in the context of the optional Units selected to meet individual vocational and personal needs.

The following guide focuses on signposting areas in the mandatory Units of the HNC award which offer all candidates specific opportunities for skills development. Candidates who achieve the HNC award will be able to develop Core Skills to the following levels as a minimum.

- |                          |        |
|--------------------------|--------|
| ◆ Communication          | SCQF 6 |
| ◆ Information Technology | SCQF 6 |
| ◆ Numeracy               | SCQF 5 |
| ◆ Problem Solving        | SCQF 6 |
| ◆ Working with Others    | SCQF 6 |

Further development of Core Skills will occur in the mandatory and optional Units of the HND award, to ensure that all candidates have the necessary abilities to progress in their chosen destination.

## Communication (SCQF level 6)

### Skill component: Oral Communication

#### Produce and respond to oral communication on a complex topic.

- a Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
- b Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
- c Structure to take full account of purpose and audience.
- d Take account of situation and audience during delivery. e Respond to others taking account of their contribution.

Unit	Knowledge and Skills/Evidence	a	b	c	d	e
Health Screening	Outcome 2: Practical sessions with clients involving achieving and interpreting responses, including contraindications to treatment, to a questionnaire as aspect of health screening process.	√	√	√	√	√
Exercise Principles and Programming	Practical performance in consultation prior to, and during treatment will involve explanations, support and advice to clients. Use of appropriate language to suit purpose and client, to ascertain needs, and appropriate non-verbal interactive skills.	√	√	√	√	√
First Aid for Sport	Consultations with different types of client involving discussion, verbal and non-verbal communication. Listening and observation prior to response to client needs. Advice and information using feedback for evaluation of effectiveness of treatment.	√	√	√	√	√
Graded Units	Oral presentation to class group on individual in-depth research assignment.	√	√	√	√	√
<p><i>All Units: Analysing and meeting the needs of clients will involve using a range of verbal and non-verbal communication techniques which will be critical to successful treatment. Candidates will demonstrate a sophisticated level of oral communication skills in questioning, giving information and responding to others in the most appropriate way. Sensitivity and an empathic understanding of the physical, emotional and cultural needs of clients will underpin practical activities. Awareness of the need to operate within the constraints of health, safety and legal considerations will support the ability to adapt approaches in order to progress effective and appropriate communication.</i></p>						

## Communication (SCQF level 6)

### Skill component Written Communication (Reading)

#### Read and understand complex written communication.

- a Identify and summarise significant information, ideas and supporting detail.
- b Evaluate effectiveness for purpose and needs of readers.

Core Units	Knowledge and Skills/Evidence	a	b
Health and Safety Legislation — An Introduction	Reference to and understanding of complex current Legislation affecting practice, including information on Health and Safety, Data Protection and Client Confidentiality. Evaluation for relevance to case study examples.	√	√
Nutrition for Fitness, Health and Exercise	In-depth research into background, underlying theories and philosophy, and current information on Nutrition and applications to improve Fitness, Health and ability to undertake exercise.	√	
Graded Unit	In-depth research for a 2,500 word dissertation on a health/fitness related issue to include analytical evaluation of a range of complex source materials.	√	√
<p><i>All Units: Candidates require an awareness and knowledge of factual information and current theories as well as related industry developments which will be maintained by reading reference texts, professional papers and journals and appropriate web sites. Access to essential Learning Resources will underpin course delivery.</i></p>			

## Communication (SCQF level 6)

### Skill component Written Communication (Writing)

#### Produce well-structured written communication on complex topics.

- a Present essential ideas/information in a logical and effective order.
- b Use a structure which takes account of purpose/links points for clarity and impact.
- c Use conventions which are effectively adapted for audience.
- d Use accurate spelling, punctuation, sentence structures.
- e Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge and Skills/Evidence	a	b	c	d	e
Nutrition for Fitness, Health and Exercise	Portfolio of three extended structured written responses describing and analysing the effects of nutrients on health and digestion and the contribution of fitness and exercise to health.	√	√	√	√	√
Exercise Physiology and Anatomy	Closed-book extended written responses on cardiovascular, respiratory systems and energy substrates.	√	√	√	√	√
Graded Unit	Extended written evidence of research progress and development underpinning the planning, and production of an in-depth investigation to professional standards of 2,500 words on a health and fitness topic. Detailed evaluation report evaluating achievement, and drawing conclusions for future development.	√	√	√	√	√
<p><i>All practical Units: Evidence in extended written responses will be to the standards required within professional papers — content must be relevant and logically structured. Presentation should be technically accurate and suitable for wide distribution. The maintenance of accurate records of activity with essential information in an appropriate structured format is an aspect of all practical activities.</i></p>						

## Working with Others (SCQF level 6)

### Work with others in a group to analyse, plan and complete an activity.

- a Analyse the activity and identify component tasks and roles.
- b Agree allocation of activities taking account of group strengths and weaknesses.
- c Support co-operative working.
- d Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge and Skills/Evidence	a	b	c	d
Health and Safety Legislation: An Introduction	Underpinning theoretical knowledge supports a reasoned and analytical approach to practical activities working with clients.	√		√	√
Health Screening	Practical application of knowledge involves applying interactive techniques in explanation and support to clients during the screening process, to maximise co-operation and accuracy of information given.	√	√	√	
First Aid for Sport	Consultations with clients involving an analysis of needs, negotiation to encourage and support co-operation and agreement on tasks in injury treatment, including responsibilities of therapist and client, understanding of importance of monitoring and evaluation of progress.	√	√	√	√
Getting Started in Business (HND)	Underpinning knowledge on theories of Leadership and team working.	√			
<p><i>Understanding of ways to enhance co-operative working with others will underpin all activities of the award. Awareness of physical and psychological aspects of injury and the practical application of knowledge and understanding will lead to an in-depth analysis of client needs and lead to strategies to encourage co-operation with advice on appropriate treatment. All practical assessment tasks will extensively develop all elements of the skill including the personal evaluation of approaches to working relationships with a range of others in different types of situations.</i></p>					

## Problem Solving (SCQF level 6)

### Skill components

#### Critical Thinking

- ◆ Analyse a complex situation or issue.

#### Planning and Organising

- ◆ Plan organise and complete a complex task.

#### Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity.

Unit	Knowledge and Skills/Evidence	CT	PO	RE
Exercise Principles and Programming	All practical activities are preceded by in-depth interview which involves a detailed analysis of requirements with regard to needs and takes into account a range of factors including health, available resource and ethical considerations.	√	√	√
Health Screening	Designing, producing and administering a questionnaire to ascertain health requirements in a range of people.	√	√	
Health and Safety Legislation	Underpinning theoretical knowledge supports the planning and development of strategic intervention strategies.	√	√	
First Aid for Sport	Diagnosing, treating and evaluating effectiveness of injury treatment with feedback from the injured client.	√	√	√
Graded Unit	Analysing all components of task, planning, undertaking and evaluating an in-depth investigative report which applies and integrates the skills developed across the award.	√	√	√
<p><i>Treatment is planned and carried out with attention to health and safety factors; effectiveness is monitored taking account of the perceptions of clients. A detailed progress log/treatment diary and folio of supporting written material reviews and records the process. Candidates will critically analyse in detail all stages of exercise programmes, define possible areas for improvement and suggest suitable beneficial post treatment activities for the client.</i></p>				

## Using Information Technology (SCQF level 6)

### Using an IT system independently to support a range of information processing activities.

- a Operate a range of IT equipment paying attention to security and other users.
- b Use software in an unfamiliar context requiring some analysis and design, integration of data and decision on output format.
- c Carry out two searches to extract and present relevant information from electronic data sources.

Unit	Knowledge and Skills/Evidence	a	b	c
Health Screening	Analysing data, recording and presenting data in an appropriate format. Design/production of Health and Safety questionnaire.	√	√	√
Nutrition for Fitness Health and Exercise	Internet research to ensure currency of portfolio information.	√		√
Graded Unit	Using IT equipment securely, to output a range of information; accessing and selecting from a range of electronic sources. Internet research on current issues, events and management practice — essential underpinning knowledge.  Preparation of support materials for oral presentation eg PowerPoint.	√	√	√
<p><i>Internet research on current Health, Fitness and Exercise issues, practice and events will provide essential underpinning knowledge for the award. Professional presentation of extended reports and support materials will involve extensive access to and use of technology. Security, consideration and the managing of any technical problems will be a routine aspect of good practice.</i></p>				

## Numeracy (SCQF level 5)

### Skill component Using Number

a Apply a wide range of numerical skills.

### Skill component Using graphical information.

b Interpret and communicate graphical information in everyday and generalised contexts.

Unit	Knowledge and Skills/Evidence	a	b
First Aid for Sport	Analysis and interpretation of data relating to physical injury in order to select appropriate equipment. Measurements and calculations prior to demonstration in Outcome 3 of collars/splints and walking aids. Measurement of physical data.	√	√
Health and Safety Legislation	Risk assessment for Workplace safety. Interpretation, measurement and application of graphic and statistical safety information, such as temperature, capacity, volume.	√	√
Exercise Physiology and Anatomy	Analysis and interpretation of data and labelling of diagrams of human physiology Practical demonstration of applied understanding of function of anatomical procedures and skeletal muscles.	√	√
Getting Started in Business (HND)	Theoretical and underpinning knowledge for the Unit requires an understanding of broad trends in a range of finance concepts such as costing, budgeting and promotion.	√	√
<p><i>All Units- Accurate interpretation of significant graphical data in anatomical diagrams and charts will underpin practical activities and the calculation and assessment of relevant risk factors relating to the physical condition of clients will be critical to achievement. Decisions on appropriate therapies and their application requires the ability to measure and interpret a range of sensitive data related to health and safety including environmental factors such as safe positioning of personnel and any equipment, prior to calculating optimal treatment options.</i></p>			

## 8 Guidance on credit transfer/transition arrangements

**The following arrangements show an alternative route to certification, which will ONLY be available to candidates who have already completed the ‘predecessor’ HNC/first year HND of Fitness Health and Exercise and should NOT be offered to any new candidates.**

- ◆ Some candidates may wish to achieve an HND and use Units obtained from the predecessor Fitness Health and Exercise HNC/first year HND as credit transfer to the new and revised Fitness Health and Exercise HND award.
- ◆ Centres should use this information to give credit transfer between the Units achieved in the ‘old’ award and enter the credit transfer candidates for the Units in this HND.
- ◆ Candidates must however satisfy all other conditions of the HND award including the exit Core Skills profile and the appropriate number of credits at the required SCQF level.
- ◆ Core Skills may be achieved through completion of National Units containing Core Skill or by being assessed in the normal way against the Unit specifications in this award, which contains the Core Skill.

### **HNC/HND Fitness, Health and Exercise Credit Transfer Arrangements**

The following table shows where Credit can be given for predecessor Units. This table may be extended as new Units may become available due to the ongoing HN review programme.

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
<b>Year 1 Core</b>	<i>Anatomy and Exercise Physiology DA8V 04 and D50V 04</i>	<i>Skeletal, Muscular, Cardio-respiratory, Energy systems, lymphatic system, body landmarks</i>	<i>Exercise Physiology and Anatomy DW60 34</i>	<i>Skeletal, Muscular, Cardio-respiratory, Energy systems, lymphatic system, body landmarks</i>	<i>Yes for DA8V 04</i>	<i>If candidates hold D50V 04, they will still require to cover body landmarks</i>
	<i>Exercise Principles and Programming D50N 04/ DA8P 04</i>	<i>Components of Fitness, Principles of Prescription (ACSM), Session/Programme design, Assessment of Health Related Fitness levels, goal setting, training adaptations</i>	<i>Exercise Principles and Programming (To incorporate Fitness Assessment and Testing) DP8E 34</i>	<i>Components of Fitness, Principles of Prescription (ACSM), Session/Programme design, Assessment of Health Related Fitness levels, Contra indications to exercise, goal setting, training adaptations</i>	<i>Yes if candidates hold <b>both</b> Units listed</i>	
	<i>Fitness Testing and Assessment D50G 04/ DA8N 04</i>	<i>Screening, Validity, Reliability of tests, conduct static/dynamic tests, knowledge of protocols, results analysis and evaluation</i>				

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
	<i>Nutrition, Diet, and Weight Control D50R 04/ DA8R 04</i>	<i>Anatomy of the digestive system, metabolic processes related to energy production, energy balance, basic nutritional guidelines, nutritional influences on health and fitness.</i>	<i>Nutrition for Fitness, Health and Exercise DT4W 34</i>	<i>Anatomy of the digestive system, metabolic processes related to energy production, energy balance, basic nutritional guidelines, nutritional influences on health and fitness</i>	<i>Yes</i>	
	No equivalent		<i>Health Screening (DP2L 34)</i>	<i>Health screening, pre exercise screening, contra-indications, informed consent, data protection</i>	<i>No</i>	<i>If candidates have Exercise Principles and Programming D50N 04/DA8P 04 then they will only have to cover informed consent and data protection</i>
	No equivalent		<i>Operational aspects of Fitness Centres (Forms Graded Unit DW69 34)</i>	<i>Health and Safety at Work, Design of gymnasias, Roles and responsibilities, qualifications and accreditation, quality and customer care, data protection, stock control</i>	<i>No</i>	<i>Pass in Graded Unit will cover some aspects, though candidates will need to produce assessment evidence to cover Design of gymnasias, stock control and cleaning</i>
	<i>First Aid D4VV 04</i>		<i>First Aid for sport DD3034</i>	<i>Linked to HSE award content</i>	<i>Yes</i>	

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
	<i>Sports Injuries: Prevention and Rehabilitation Principles D50T 04/ DA8M 04 and Operations of a Health and Fitness suit</i>	<i>Health and Safety at Work Act, Risk Assessment, RIDDOR,</i>	<i>Health and Safety Legislation: An Introduction DF87 34</i>	<i>HASAWA. Needs to be included to allow candidates access to REPS</i>	<i>Yes</i>	<i>Both Units required for credit transfer</i>
<b>Year 1: Must do either or</b>	Exercise to Music D50F 04		Plan, Teach and Evaluate a Group Exercise with Music Session	Aligned with SVQ2  These Units can also be taken as options, so candidates could do both	No	Evaluative component in each needs significantly more academic rigour.  Completion of Exercise to Music

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
	Development of Resistance Training Programmes D50H 04/ DA8K 04 Circuit and Resistance Training D50B 04/ DA8G 04		Plan, Teach and Evaluate a Gym Based Exercise Session		No	D50F 04 and Circuit and Resistance Training D50B 04/DA8G 04 will have broad equivalences to new ETM/Circuits Unit.  Completion Developing Resistance Training Techniques D50H 04/DA8K 04 and Circuit and Resistance Training D50B 04/DA8G 04 will have broad equivalences to new Gym/Circuits Unit.

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
<b>Options: Year 1 or Year 2</b>	Information Technology Applications A6AM 04/ A0NN 04		Using Software Application Programmes D85F 34		No	
	<i>Swimming Pool Lifeguard: Skills and Practice D4VW 04</i>		<i>Swimming pool lifeguard: skills and practice DP2J 34</i>	<i>(Aligned with NGB Award)</i>	<i>Yes</i>	<i>Credit can be given if candidate has either the old Unit or current NGB Award</i>
	<i>Assistant Teacher of Swimming D50L 04</i>		<i>Swimming teachers; an introduction DP2G 34</i>	<i>(Aligned with NGB Award)</i>	<i>Yes</i>	<i>Credit can be given if candidate has either the old Unit or the NGB Award</i>
	Work Experience A6T1 34		Work Experience DV0M 34	Generic Unit	No	Different Credit value

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
	<i>Stress Management Practice D50P 04</i>		<i>Managing stress through exercise and therapy DP2M 35</i>	<i>Factors causing and influencing stress, conditions resulting from stress, stress management techniques</i>	<i>Yes</i>	<i>Broad equivalences exist</i>
	<b>Old Unit</b>	Old Unit Content	New Unit Name	Content	Straight Transfer allowed?	If no, what additional material is needed
<b>Options: Year 1 or Year 2 (continued)</b>	Water Based Exercise Programmes D50K 04		Plan, Teach and Evaluate a Water Based Exercise Session DW5V 34	Aligned with SVQ2 Standards	No	Increased credit value
	<i>Stretching Techniques D50J 04/ DA90 04</i>	<i>Physiology of Flexibility, Techniques for Flexibility Development</i>	<i>Stretch Training DP2F 34</i>	<i>Physiology of Flexibility, Techniques for Flexibility Development</i>	<i>Yes</i>	<i>Broad equivalences exist</i>
	<i>Exercise for Antenatal and Postnatal Groups D50C 04/ DA8F 04</i>		<i>Exercise for Pre and Post-natal Clients DW61 35</i>	<i>Anatomical/Physiological changes post/ante natal, exercise adaptations post/ante natal, risk assessment (Aligned with SVQ3 standards)</i>	<i>Yes</i>	<i>Broad equivalences exist</i>

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
<b>Options: Year 1 or Year 2 (continued)</b>	Exercise for Mature Movers D50D 04		Plan, Teach and Evaluate a physical activity programme to meet the needs of older adults DW66 34	Pre-requisite entry is ETM Unit Aligned with SVQ2 Standards	No	Increased credit value
	Exercise and Health in Europe D4X5 04/ DA8W 04		Working as an Exercise and fitness professional in Europe DP2K 34		No	New Unit is 2 credits, so significant increase in reporting elements needed for transfer
	<i>Body Treatments: Manual D4E0 04</i>		<i>Body Massage DN6C 33</i>		<i>Yes</i>	<i>Broad equivalences exist</i>

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
	<i>Exercise for Children through Sports Related Activity D50M 04</i>		<i>Physical activity for children DP2D 34</i>	<i>Developmental anatomy and physiology, legal and ethical considerations, improvisation of activities for children, myths and legends, weight training</i>	<i>Yes</i>	<i>Broad equivalences exist</i>
<b>Year 2 Core</b>	No Similar Unit		Applied Exercise Prescription DW5W 35	Using fitness assessment to inform prescription, special populations, analysis, motivation, leadership styles and the influence of personality types (Aligned with SVQ3 standards)	No	
	No Similar Unit		Applied Nutrition and Fitness Assessment DW5Y 35	Using fitness assessment and screening to inform nutritional advice, dietary disorders, practical applications (Aligned with SVQ3 standards)	No	
	N/A		Getting started in business DK2K 34	Writing a business plan, Enterprise Companies, accessing professional advice, tax, qualifications and accreditation, quality and customer care, data protection	No	No similar Unit

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
	<i>Investigating, Analysing and Reporting on a Research Topic D4W1 04/ A555 04</i>	<i>Investigating, Analysing and Reporting on a Health and Fitness Topic</i>	<i>Research investigation in sport DD2P 35</i>		<i>Yes</i>	<i>Broad equivalences exist</i>

<b>Delivery Point</b>	<b>Old Unit</b>	<b>Old Unit Content</b>	<b>New Unit Name</b>	<b>Content</b>	<b>Straight Transfer allowed?</b>	<b>If no, what additional material is needed</b>
<b>Year 2 Core (continued)</b>	Physical Activity and Health in Contemporary Society D50A04/ DA8T04		Graded Unit DW6A 35	Health related illness and preventable disease, health promotion, GP referrals, behavioural change models,	No	No similarities.

<b>Year 2 Options</b>						
	Reflexology D4EK 04		Reflexology		N/A	
	Aromatherapy D4EJ 04		Aromatherapy		N/A	
	<i>Sports Mechanics and Human Performance</i> D50W 04/ DA8H 04		<i>Mechanics for the health and fitness professional</i> DW64 35	<i>Biomechanical principles: analysis and application, skill acquisition</i>	Yes	<i>Broad equivalences exist</i>
			<i>Psychology of Sports Coaching</i> DD35 34	<i>Motivation theories and application, stress and anxiety and their influence, concentration and visualisation</i>	Yes	<i>Broad equivalences exist</i>
	<i>Event Management in Sport</i> DA8X 04		<i>Event Management in Sport</i> DA8X 35		Yes	<i>Same Unit</i>
			Applied Fitness Assessment and Diagnostic Testing DW5X 35		No	New Unit
<i>Physical Activity for Clients with a disability</i> D509 04		<i>Assisting Sports for Disability</i> DD2H 35		Yes	<i>Broad equivalences exist</i>	
		Current Exercise Trends DP2E 35	Studio Weights, Spin, Step, Circuits, Yoga based exercise, Combat based exercise	No	New Unit	

## **Implementing Credit Transfer**

Centres should:

- ◆ Use the guidance published in the *HNC/HND Arrangements Document* to give credit transfer for the previously achieved Units within the current HNC/first year HND, where appropriate.
- ◆ Agree with the candidates, which Units within the new HND award structure require to be undertaken to meet the conditions of the new award. This must include the Level 8 Graded Unit (double credit).
- ◆ Enter or transfer the candidate to the new HND.
- ◆ Assess the candidate for the remaining Units including the level 8 Graded Unit.
- ◆ Process the results as normal, listing the Units of the new award which have been achieved or credited.

**These arrangements have been approved by External Verifiers for this award.**

## 9 Approaches to delivery and assessment

It is necessary that all Units will be applied in the context of Fitness, Health and Exercise.

It is recommended that a holistic approach be implemented in the delivery and assessment of the practical Units. In this event, it is important that centres ensure that each Unit remains 'free-standing' and that any re-assessment addresses the Outcome or part of the Outcome which was unsatisfactory. For example, the Units covering fitness skills could be integrated but the assessments that take place in the practical context must be clearly identified as 'belonging to' the individual Units. The management of this is the responsibility of the centre. The evidence gathered must be available for verification of each Unit.

Individual Units often contain advice regarding the knowledge and skills a candidate may require to benefit from the Unit. This information may influence a centre regarding the order of delivery of Units and the timing of the Graded Unit assessments.

### 9.1 Guidance on context and content

The purpose of the award is to prepare candidates for employment in the Fitness Health and Exercise area of the industry. As fitness, sport, leisure and health are fast changing areas of employment, candidates may undertake the course from a variety of backgrounds. Some may begin straight from school while others may choose the route as a new career path. Others may be experienced in the Fitness, Health or Sports Coaching side of the industry and wish to further their development by studying and acquiring practical skills. For some candidates therefore it is anticipated that the award will serve as a 'stepping-stone' to continue their education and study. The award is designed to make these links accessible. There are links with number of Higher Educational Establishments and candidates may move directly to the second or third year of some courses. This will vary from place to place and will not necessarily be a 'constant' factor.

There are at present links with Higher Education establishments in the areas of Coaching, Sports Science and Sport and Recreation/Leisure Management – all at degree level.

It may also be possible for candidates to transfer to other sports awards at HNC/HND level although the candidate's 'profile' would need to be audited as these awards have been revised or are under revision.

Candidates entering the course would be expected to have a strong interest in fitness and health issues. A high level of interpersonal skills is required and centres will wish to consider these issues when selecting candidates. Prospective candidates will of course also wish to consider these matters when selecting possible career paths.

Many of the Units incorporated, will provide a substantial base for candidates wishing to further specialise in the workplace — through National/Scottish Governing Body awards or SVQ routes. These awards are also under revision at this time. A number of employers have placed employees on existing HN awards to gain both practical and theoretical knowledge.

The practical application of the skills being learned, and the practical application of theory being studied, underpin the philosophy of the award and are central to its delivery.

## **9.2 Guidance on delivery and assessment**

It is expected that all Units will be applied in the context of Fitness Health and Exercise. It is a central theme that Units will be delivered in contexts appropriate to the award purpose. For core Units, exemplar material will contextualise each Unit.

Candidates placements (where applicable) must meet the design intentions of the individual Units although it is possible for centres to consider a degree of integration with Units. In this event, it is important that centres manage this so as to allow candidates to overtake the Outcomes for individual Units and meet all the requirements. The management of this is the responsibility of centre. The evidence gathered must be available for verification of each Unit.

A number of Units within the Option choices are focused on personal development skills. Many other Units are more focused on the practical side of delivery to clients. This may be significant for prospective employers and if these or similar Units are selected as options, it may enhance the job prospect for candidates.

## **9.3 Guidance on Graded Unit and Timing of Delivery**

Individual Units contain advice regarding the knowledge and skill a candidate may require to benefit from that Unit. This may influence a centre regarding the order of delivery of Units and the timing of the *Graded Unit(s)*. These Units brings together many of the competencies gained by the candidate while undertaking the individual mandatory Units. It is also designed to reflect the award title. In other words, as the Graded Units draws heavily upon the skills being gained within other Units, it is recommended that delivery takes place after some or most of the supporting Units have been completed.

Centres will manage this at their discretion.

There are real possibilities of integrating assessments within Units and even on placements. Evidence to establish competence in individual Units must be available, as integration does not mean a reduction of the demand level.

## **9.4 Guidance on Open Learning**

It is considered that there is some possibility of delivering parts of the award by a variety of routes. It may be delivered on a full-time or part-time basis or by an Open Learning route. Centres will make their own decisions in the matter. Again however, regardless of the mode of delivery, Evidence Requirements will be as described and required by the Units' specifications.

If assignments are completed out with the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. This will not often be a problem. If a candidate's duty log accurately reflects the work assessed, then this would be strong evidence of authenticity. It would be good practice to have the candidates sign or initial work that had been completed outside the centre. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses being signed and dated as accurate, to name a few. Experienced centres will often devise valid and imaginative ways to do this.

There is in development, an SQA funded project called 'Solar.' The aim of this project is to develop online assessment resources for HND courses.

## 9.5 Risk Management

A number of Units contain either a reference or a need for the candidate to be able to be aware of the management of risk. This is in fact inherent within a number of both mandatory and optional Units. The exemplar material will expand on this issue but there is a real opportunity to integrate assessments in a real working environment.

## 9.6 Electronic Learning and Assessment

A number of Units may lend themselves to online learning at least in part, and some also lend themselves to Electronic Assessment. This may include marking or may only be submitted in this way and marked off-line. Developments on this are currently well under way in conjunction with both SQA and SFEU with various awards in mind.

## 10 Links with National Occupational Standards at SVQ/NVQ level 2 and level 3

The National Occupational Standards (NOS) for the award; '**Instructing Exercise and Fitness**' at Level 2 are recognised as the basis upon which awards meaningful to employers are developed. Those together with the level 3 award '**Instructing Physical Activity and Exercise**' were fully considered during the development of this HNC/HND award. The level 3 award was under development during the research stage of this HNC/HND and is now approved by the UKCG. That development influenced this development in the most positive manner.

The design team linked a number of Units to the NOS and based these Units upon the Standards required by industry.

While it could be argued that almost every Unit reflects the NOS, there are some very specific Units which 'map' to these standards and these include:

### **Exercise Physiology and Anatomy**

Links with the NOS L2 Unit 'Support participants in developing and maintaining fitness' and the level 3 Unit 'Plan review and adapt a progressive physical activity programme'.

### **Exercise Principles and Programming**

Links with the NOS L2 Units 'Support participants in developing and maintaining fitness' and 'Evaluate coaching session and develop personal coaching practice'.

### **Nutrition for Fitness Health and Exercise**

Links with the NOS L3 Unit 'Apply the principles of nutrition and weight management to a progressive physical activity programme'.

### **Health Screening**

Links with the NOS L3 Unit 'Collect and analyse information to plan a progressive physical activity programme'.

**First Aid for Sport**

Links with the NOS L2 Unit ‘Deal with accident and emergencies’.

**Health and Safety Legislation: An Introduction**

Links with the NOS L2 Unit ‘Deal with accident and emergencies’.

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

Links with the NOS L2 Unit ‘Plan and prepare a group exercise with music session’ and also ‘Instruct a group exercise with music session’. There are also links with the level 2 Unit ‘Evaluate coaching session and develop personal coaching practice’.

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

Links with the NOS L2 Unit ‘Plan and prepare a gym-based exercise session’ and also ‘Instruct a gym-based exercise session’. There are also links with the level 2 Unit ‘Evaluate coaching session and develop personal coaching practice’.

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

Links with the NOS L2 Unit ‘Plan and prepare a water-based exercise session’ and also ‘Instruct a water-based exercise session’. There are also links with the level 2 Unit ‘Evaluate coaching session and develop personal coaching practice’.

**Assisting sports for disability**

Links with the NOS L3 Unit ‘Adapt a physical activity programme to the needs of disabled clients’.

**Exercise for Pre and Post Natal Clients**

Links with the NOS L3 Unit ‘Adapt a physical activity programme to the needs of pre- and post-natal clients’.

**Physical Activity for Children**

Links with the NOS L3 Unit ‘Design and implement a physical activity programme for children and young people’.

**Getting Started in Business**

Links with the NOS L3 Unit ‘Plan, market and sell services’.

**Stretch Training**

Links with the NOS L3 Unit ‘Integrate core stability and flexibility exercises into a physical activity programme’.

The links are not exhaustive and every Unit included in the framework has links in some way with the NOS to ensure they meet the requirements of all involved.

An expanded grid is shown below which links a number of specific Units with Elements from the National Occupational Standards.



**HND Fitness, Health and Exercise — Links to NOS Instructing Exercise and Fitness at level 2**

Unit title	SQA Unit code	NOS Unit numbers							
		D410	D411	D412	D413	D414	D415	D416	D417
Plan Teach and Evaluate a group exercise with music session	DW63 34					D414.5 D414.2 D414.1	D415.1 D415.2 D415.3 D415.4	D416.1	D417.1 D417.3
Plan Teach and evaluate a Water based Exercise session	DW5V 34			D412.1 D412.2 D412.3 D412.4 D412.5	D413.1 D413.2 D413.3 D413.4				D417.1 D417.3
Applied Exercise Prescription	DW5W 35	D410.1 D410.2 D410.3 D410.4 D410.5 D414.1 D414.2 D414.1							

### HND Fitness, Health and Exercise — Links to NOS level 3 Instructing Physical Activity and Exercise

Unit Title	SQA Unit Code	NOS Unit Numbers					
		<b>D442</b> Adapt a Physical Activity Programme to the needs of disabled clients	<b>D443</b> Adapt a physical activity programme to the needs of pre and post natal clients	<b>D449</b> Design, agree and adapt a physical activity programme with referred patients/clients	<b>EF7</b> Adapt a physical activity programme to the needs of older adults	<b>D445</b> Design and implement a physical activity programme for children and young people	<b>D440</b> Apply the principles of nutrition and weight management to a progressive physical activity programme
Assisting Sports for Disability	DD2H 35	D442.1.4;5;6 (LO3)					
Exercise for pre and post-natal clients	DW61 35		D443.1 (LO2&3)				
Plan, teach and evaluate a physical activity programme to meet the needs of older adults	DW66 34				EF7.1 (LO2)		
Physical activity for children	DP2D 34					D445.1 (LO4)	
Applied nutrition and health assessment	DW5Y 35						D440.1 (LO2) D440.2 (LO4)

## 11 General information for centres

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

### **Internal and external verification**

All instruments of assessment used within this/these Group Awards should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

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Further information on internal and external verification can be found in SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

### **11.1 Recommendations regarding Disclosure Scotland:**

*An important point is made regarding the fact that in order to work in a sport environment, staff will inevitably be required to work with children, there is a need for colleges and employers to ensure that candidates have an appropriate certificate from (currently) Disclosure Scotland.*

*It is now a legal requirement that where work with Children or Vulnerable Adults is being undertaken, an Enhanced Disclosure procedure must be completed satisfactorily.*

## **11.2 Guidance on Tutor and Assessor issues**

Centres with SQA approval to use this award will have been judged competent to deliver it. One of these requirements is that there is no unnecessary barrier to achievement. However it remains the responsibility of each centre to ensure that current SQA requirements are met regarding the competence of Assessors and centres will of course be aware of the legal implications of these issues. This is particularly significant when delivering Units which have a high technical demand and/or a real risk factor.

It is the responsibility of each centre to ensure that staff holds appropriate qualifications whether they are delivering and/or assessing. This would be particularly significant where ‘speciality’ Units are being delivered — such as First Aid or water based Units. These may be legal requirements in addition to a recognised teaching/lecturing qualification.

## **11.3 Guidance on old (predecessor) style Units and current Units**

It will be noted that this award includes Units written in the current format along with Units written in the ‘predecessor’ format. Where Units with the ‘predecessor’ format are included in the framework, the levels applied to these Units are noted. Where a ‘Merit Statement’ appears it need not apply in the new framework.

## **11.4 Future intentions**

A helpful design feature of the current award structure will be the ability to modify the award where it is considered necessary. This will allow the award to more accurately reflect the requirements of industry and the needs of candidates. It will also allow Units to be replaced over a period as the time comes to revise them. All Units in the ‘predecessor’ style are currently being phased out and replaced with Units in the new format. The intention is to grasp this opportunity and substitute the new, validated Units as and when they become available. As with many awards, this award draws from Units ‘belonging to’ a variety of occupational areas and over the next year or two, all Units will be required to meet design principles. This is current SQA policy and will result in an overall reduction in ‘specific’ Units which will be replaced with ‘generic’ Units. These will therefore require to be delivered in the context of the occupational sector for the award. In the case of this award, Units will be delivered in the context of the Fitness Health and Exercise industry.

## 12 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Core Skill Unit:** This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in *Information Technology* or *Communications*.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

## 13 Appendices — Supporting Information

## **Appendix 1: QDT Group (delivering centres)**

**SQA gratefully acknowledges the support of the following centres:**

Inverness College  
Kilmarnock College North  
Glasgow College  
Edinburgh's Telford College  
Inverness College  
Moray College  
Glasgow Nautical College  
Glenrothes College Anniesland  
College  
West Lothian College Dundee  
College  
Fife College; Aberdeen  
College Cardonald  
College Motherwell  
College  
James Watt College  
Central College

**HNC/HND Fitness, Health and Exercise Qualification Design Team (QDT) SQA gratefully acknowledges the support of the following centres:**

Jewel and Esk Valley College  
Anniesland College Edinburgh's  
Telford College Central College  
Stevenson College

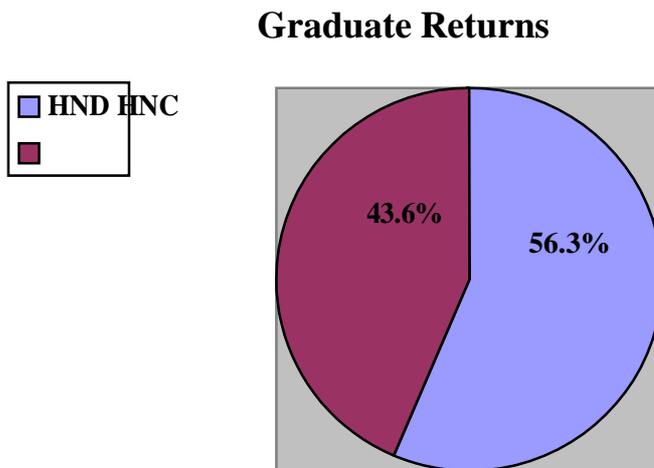
## Appendix 2: Market Research results

Research was conducted with Employers, Former Candidates/Graduates, Higher Education Establishments and FE Staff.

This was extensive and a brief summary is given below.

### Analysis of the returns

The numbers responding via the questionnaires were as follows:



Past Graduates — 87 Employers  
— 63  
Centres — 17

### Conclusions: Past

#### Graduates

There were 87 returns, of which 49 were HND and 38 HNC. The majority were mostly or completely satisfied with their course, though a significant number disagreed that they had developed skills in numeracy (this may be because they had not included this as an option in their programme). A large majority agreed with the relevance and level of difficulty of 1<sup>st</sup> year core, although a significant number questioned the relevance of PAHCS and LPE. Almost all agreed with the relevance and level of difficulty of the optional Units, with the exception that a significant number questioned the relevance of European Studies and Management of Finance. The main additional areas of study being asked for were GP Referrals and Customer Care. The main additional integrated qualifications being asked for were First Aid and National Pool Lifeguard Qualification. Almost all said that they had had their expectations met. The main strengths of the qualification were stated to be — industry recognition/relevance and preparation for university. There was no consensus on any weaknesses – in fact only a very few responses mentioned any.

**HN FITNESS, HEALTH AND EXERCISE  
Employers Feedback**

<b>Employer</b>	<b>Contact Name</b>	<b>Contact Number</b>	<b>Comments</b>
Names and details have been removed.			Candidates with the current qualification that we have employed are well prepared for employment in this field. There are no glaring omissions that I can think of except experience...and we provide that.
			Excellent quality of candidates overall. Experience from work placement very valuable. Keep some input or Unit on business on the framework.
			The candidates are prepared well however more on equipment maintenance would be beneficial.
			As a gym owner who has based his career on HND Fitness, Health and Exercise, I think I was given enough theory and skills to enable me to operate in this highly competitive industry. All areas are covered and candidates just need experience to hone their skills. Work placement in both years would be beneficial and more information on setting up a business, insurance, grants available etc.
			Candidates are generally well prepared to work in the practical areas of the gym and poolside, however, customer care, customer retention and needs along with marketing should be more emphasised.
			Well prepared in terms of knowledge and understanding of fitness, need some fine tuning on customer care and sales, other than that the candidates do well with the qualification.

<b>Employer</b>	<b>Contact Name</b>	<b>Contact Number</b>	<b>Comments</b>
			HN course provides a sound base of knowledge, though more input on customer care is important. Combining it with SVQ2 awards is particularly helpful.
			The content of the course overall was excellent-nutrition, gymnasium and ETM practical elements were good, as was Health and Safety material. Provided a sound backup for starting my career.
			Candidates who have done the HNC course have a broad range of knowledge, and are very able in terms of customer skills and overall instructor skills.
			Leadership elements were not particularly relevant. Ops gave a good insight into the operational aspects. More practical would be nice, nutrition was particularly useful. Overall course gave an excellent grounding for working in the industry - it all fell into place as soon as the job started. New candidates coming through to the club have a good knowledge base and don't need much additional input.

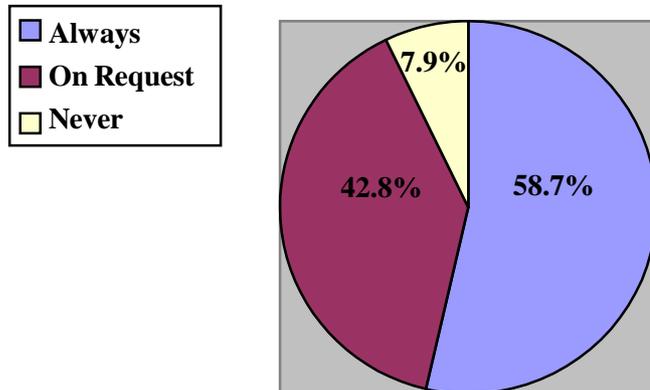
<b>Name of provider/ contact details</b>	<b>Nature of business</b>	<b>Has the training been appropriate</b>	<b>Omissions from old framework</b>	<b>REPS etc</b>
Removed	Private Health Club	Yes	None	Yes
	Private Health Club	Yes	None	No
	Local Authority	Yes	None	No
	Local Authority	Yes	None	N/A

<b>Name of provider/contact details</b>	<b>Nature of business</b>	<b>Has the training been appropriate</b>	<b>Omissions from old framework</b>	<b>REPS etc</b>
Removed	Local Authority Leisure Provider (Trust)	In general, No — all of our providers require additions of SVQs and generally employ Graduates with Degrees. They have accepted our candidates as we include the SVQ as an add on following their HNC/HND	Alignment to NGB awards or SVQ's	Yes
	Private Leisure Provider			
	Private Leisure Provider			
	Local Authority Leisure Provider (Trust)			

<b>Name of provider/contact details</b>	<b>Nature of business</b>	<b>Has the training been appropriate</b>	<b>Omissions from old framework</b>	<b>REPS etc</b>
Removed	Private	Yes, very pleased with standard of candidates	No	Thinks it's important
	Public	Been pleased with standard of candidate	Yes, would like to have add quali's such as GP Referral.	Thinks it's important
	Private	Yes	No	No
	Private	Yes	Maybe more specific training for fitness classes such as the BTS courses, Hip Hop etc rather than just basic ETM	Yes

## Employers questioned regarding fitness testing requirements

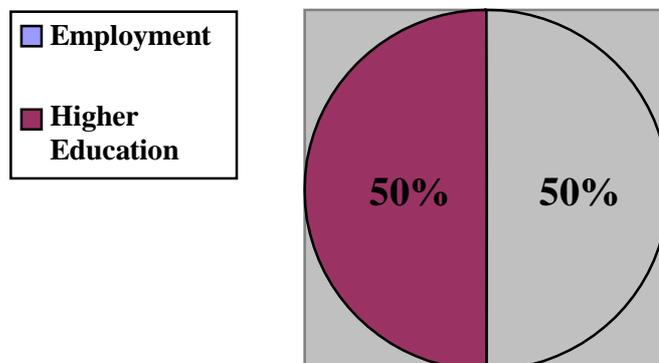
### Fitness Testing



There were 63 returns. 37 test all of their clients as a matter of course, while 27 only test on request and 5 never test. The tests administered include: blood pressure; body fat; sit and reach; grip; weight and step-test. Tests were usually carried out monthly, with some responders using separate rooms. Testing took place mainly to measure progress and to inform programme design. The main expertise looked for was in the ACSM guidelines and in the use of specialised equipment. Clients were mainly in the categories of low to medium risk and GP referrals. There was an expectation of greater depth of knowledge with HND graduates (in comparison with HNC graduates). The Core Skills felt to be most relevant were: *Communications, Working with Others and Problem Solving*. It was the view of all the responders that while a sports qualification would be useful it was not necessary. There was an even split within the responses with regard to the relevance of the SVQ, however the majority would be happy to have it integrated within the HN framework.

### End destination statistics from centres

### Delivery Centres



There were 17 returns. The majority of responders offer both HNC and HND and have done for between 1 and 10 years. There was a broadly even split between graduates going into industry and those progressing to university. Almost all were happy with the proposed title of the awards. Almost all were happy with the rationale, aims and structure. Almost all wanted Core Skills entry at Intermediate 2 with the required exit profile at Higher.

### **Universities**

Six establishments were contacted and there was 1 return. As this response was considered disappointing, follow-up telephone conversations were held. The HNC and HND in Fitness, Health and Exercise was accepted as entry, with the HNC progressing to year one and HND to year two in a number of Universities. Candidates had good knowledge and understanding and good practical skills, but were poor in handling examination situations and in carrying out research. HNC/HND candidates were about the same as others in terms of preparedness and success (with the exceptions noted above). The universities expected Core Skill ability as follows: *Communications* at Higher, *IT* and *Problem Solving* at Intermediate 2.

### **Lead Body**

The QDT had strong links with Fitness Scotland and these links have provided an important background to ensuring that these awards, accurately reflect the National Occupational Standards for Fitness, Physical Activity and Exercise at SVQ levels 2 and 3.

### **Universities contacted:**

Six were interviewed.

## Appendix 3: Data on previous candidates

### Entries and Awards for the past 6 years

	1999/2000		2000/2001		2001/2002		2002/2003		2003/2004		2004/2005		Total	
	E	A	E	A	E	A	E	A	E	A	E	A	E	A
HNC	78	38	72	64	213	113	205	109	253	115	158	74	979	513
HND	181	26	226	76	211	112	276	106	276	78	202	39	1372	437
<b>Total</b>	259	64	298	140	424	225	481	215	529	193	360	113	<b>2351</b>	<b>950</b>

E = Entries A = Awards

### Destinations for 3 years (% and based on returns from 3 centres)

#### Centre 1

year	Relevant Employment	Cont. Education	Other
2000/2001	56%	22%	22%
2001/2002	59%	25%	16%
2002/2003	61%	25%	14%

#### Centre 2

year	Relevant Employment	Cont. Education	Other
2000/2001	36%	21%	43%
2001/2002	52%	38%	10%
2002/2003	32%	36%	32%

#### Centre 3

year	Relevant Employment	Cont. Education	Other
2000/2001	72%	14%	14%
2001/2002	78%	0%	22%
2002/2003	100%	0%	0%

**Specific Breakdown for one centre**

	<b>No. of candidates enrolled</b>	<b>No. of successful candidates</b>	<b>Candidates in relevant employment</b>	<b>Examples of employment types</b>
HNC FHE	31	20	6 employed 1 moved to Aberdeen 12 progressed to year 2 2 progressed to HE 1 moved to IT course	3 Fitness Instructors 2 Lifeguards 1 Mechanic
HND FHE Year 2	18	16	4 employed 1 Gap year 11 progressed to HE	2 Fitness Instructors in Gyms 1 Self-employed Fitness Instructor/swim Teacher 1 Physical activity coordinator

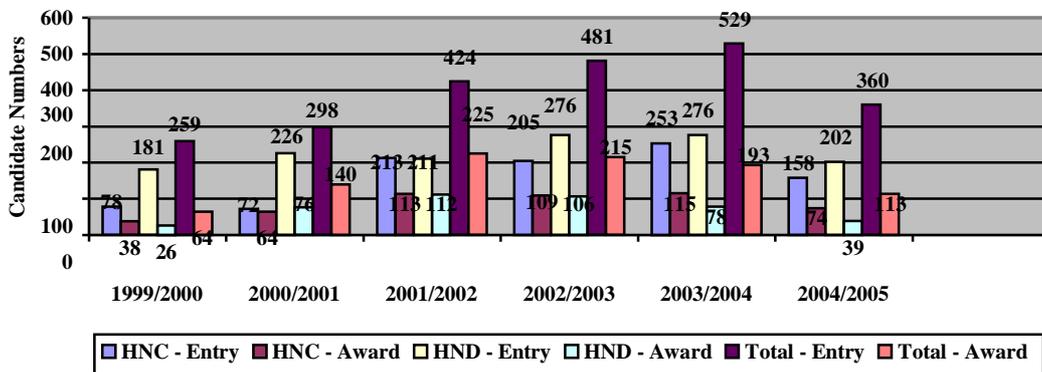
### **Commentary on the data**

The HNQs in Fitness, Health and Exercise, as can be seen from the progression tables above, are a route to employment for the majority of the candidates. Where this is the main reason for study and where a work placement is part of the programme, candidates may leave the programme early. They often feel that they will lose their opportunity for employment if they don't take the 'bird in the hand'. The entry/award tables reflect this retention difficulty.

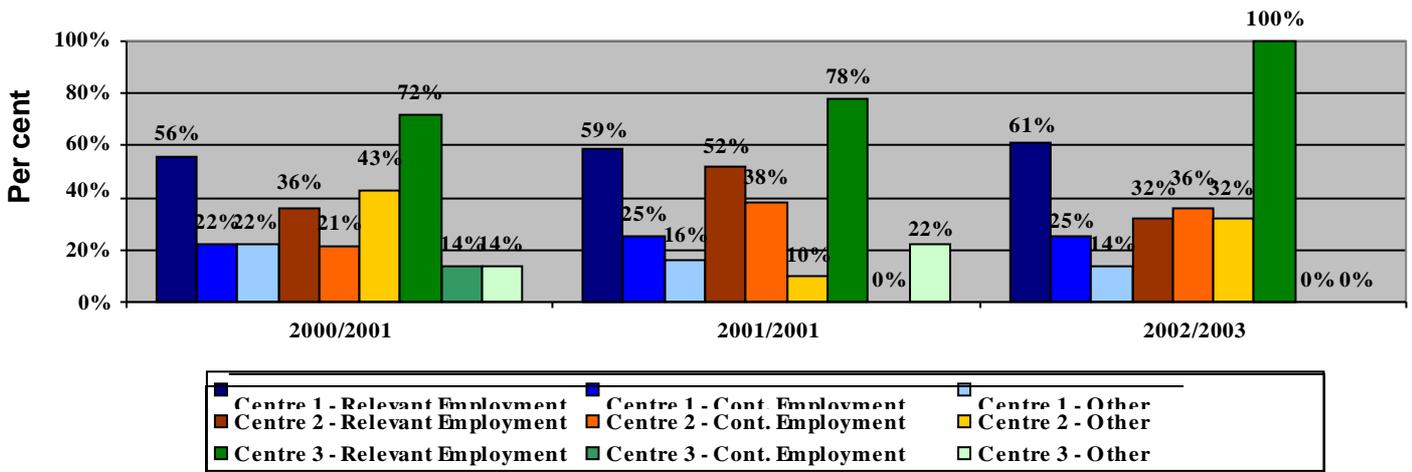
In redesigning the awards, the QDT has taken this into account and centres are advised to position the work experience Unit within the programme so as to minimize the problem.

There is no doubt that these awards are extremely popular and result in a great many people finding satisfying and well paid employment. This can be as a result of holding a certificate or diploma although it will also be because of the 'value added' by the acquisition of new skills and knowledge.

### Entries and Awards for the past 6 Years



### Destinations for 3 years



## **Appendix 4: Latest figures from Sector Skills Council's research — November 05**

Recent data from the Sector Skills Council for Active Leisure and Learning (SkillsActive) is given below.

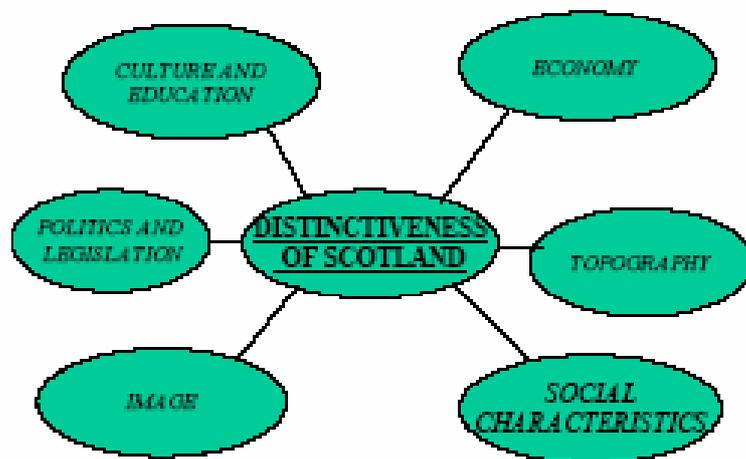
- ◆ 2.1% of the Scottish Workforce is employed in Sport and Fitness
- ◆ 52,800 people are employed in 3,150 workplaces
- ◆ The forecast is that by 2014 there will be 63,000 employed in Sport and Fitness
- ◆ 1/3rd of Scottish Sport and Leisure employers report that they have at least one vacancy
- ◆ 59% of employers report a skills gap (note that this also includes gaps within their existing workforce)
- ◆ The average growth for the past five years has been 3.2%

(Source SkillsActive and SportScotland)

## Appendix 5: The Scottish Context for the Workforce Development Plan

Figure 1 below depicts the main distinctive features of Scotland which provide the context for the Scottish Workforce Development Plan (SWDP). This section will outline briefly the relevance of each dimension for the industries encompassed within SkillsActive's remit.

Figure 1: The Distinctiveness of Scotland



### DISTINCTIVENESS OF SCOTLAND

*ECONOMY, SOCIAL, CHARACTERISTICS, TOPOGRAPHY, POLITICS AND LEGISLATION, IMAGE, CULTURE AND EDUCATION*

## 2 SOCIAL CHARACTERISTICS

### a) Population

Scotland has a population of about 5.1 million. The highest density of population is in the central lowlands, where nearly three quarters of Scots live, and the lowest is in the Highlands, where densities are as low as 8 people per sq km. As a result, about two-thirds of the population are urban dwellers. The age and sex structure of Scotland's population is changing. Compared with nine years ago there are now:

- ◆ 16% fewer people in the 15–29 age group
- ◆ 10% more people in the 30–44 age group
- ◆ 12% more people in the 45–59 age group; and
- ◆ 6% more people aged 75 or over

(Source: *General Register Office for Scotland, 2000*)

Scotland's population is expected to fall to 5.06 million by 2021. Within this population, the age structure is projected to change considerably with:

- ◆ a 15% fall in the number of children aged under 15
- ◆ a 30% rise in the number of people aged over 75

The Stakeholders map developed by SPRITO shows clearly the position of the many agencies involved in sport. The changes to Sector Skills Councils are not reflected within this diagram.

