Next Generation Higher National Educator Guide

Higher National Diploma Physical Activity and Health at SCQF level 8

Qualification code: GV1P 48

This qualification is available in a restricted delivery model from academic session 2025

This guide provides information about the Higher National Certificate (HNC)/Higher National Diploma (HND) to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the HNC/HND.

You must read it alongside the Grading Pack.

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Purpose of the qualification

The title, Higher National Diploma (HND) Physical Activity and Health reflects the changes in a society that has begun to understand the health, economic and social benefits of leading a healthy and active lifestyle. The qualification enables learners to build on previous knowledge, and supports entry into industry, with a wide range of employment opportunities both in Scotland and on a global scale.

Exercise practitioners support the delivery of physical activity, exercise and behaviour change for adults who are at high or higher risk of developing or living with one or more long-term conditions. Clients may also be sedentary, inactive (not meeting the Chief Medical Officer's physical activity recommendations) or needing support after a new diagnosis. There is an increase of people living with multiple long-term conditions and comorbidities, which has a significant impact on health and social care. The King's Fund predicts that there will be rising demand for the prevention and management of multi-morbidity rather than single diseases. The Richmond Group of Charities echoes this perspective.

The National Institute for Health and Care Excellence (NICE) recommends that people receive tailored behaviour change support for a year. We have integrated this into the HND to teach learners how to prevent and manage long-term conditions. These issues signal the need for physical activity and sport service provision to adapt to a changing landscape, with the workforce delivering the support and interventions needed to develop new or existing skills, to meet changing expectations and the increasingly complicated health needs of the population.

The mandatory units focus on the foundational knowledge for a variety of roles in the physical activity and health sector in which practitioners support clients on their journey towards more positive health behaviours. While the content of this qualification focuses on the exercise practitioner, the knowledge and skills are transferable and applicable to roles such as gym instructor and group exercise instructor, and also support learners who want to study further to become a personal trainer or work in exercise referral.

The units cover additional underpinning knowledge in:

- anatomy and physiology
- training principles for personal trainers
- health promotion and behaviour change
- nutrition
- working with clients with stable, managed long-term health conditions

Learners develop the necessary skills to become autonomous exercise practitioners, including developing a person-centred approach to clients, with a greater awareness of the importance of working within a multidisciplinary team to support clients on their physical activity pathway and positive health behaviour change. The restricted optional units allow centres to focus on one additional Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standard to support or maintain local partnership agreements and deliver an HND that meets the needs of employers and partners. The additional optional units support learners in developing a wider range of knowledge and skills to transition to further study or move into employment.

This qualification promotes a digital by design approach and incorporates the development of meta-skills, academic skills, and industry- or sector-specific knowledge around health and physical activity, to equip learners for future employment or further study.

Structure

Higher National Diplomas (HNDs) are at SCQF level 8 and are made up of 120 SCQF credit points (15 SQA credits). HNDs must incorporate at least 80 credit points (10 SQA credits) at SCQF level 8.

Framework

The HND is made up of mandatory and optional units. Learners must complete all the mandatory units, 2 SQA credits from the restricted optional section and 2 SQA credits from the optional units.

Mandatory units

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J8LX48	Research Skills: Academic Report Writing	2	16	8

Professional Development Award (PDA) Personal Trainer — Qualification code: GV29 48

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J7CB 48	Exercise Practitioner 2	3	24	8
J7C6 48	Training Principles for Personal Trainers	2	16	8

Professional Development Award (PDA) Management of Long-Term Health Conditions for Exercise Practitioners — Qualification code: GV24 48

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	4	32	8

Restricted optional units (maximum 2 credits)

PDA Sport and Physical Activity for Children — Qualification code: GV26 48

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

PDA Physical Activity for Antenatal and Postnatal Clients — Qualification code: GV25 48

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J7CP 48	Physical Activity for Antenatal and Postnatal Clients	2	16	8

PDA Strength and Conditioning Trainer — Qualification code: GV27 48

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J7CN 48	Strength and Conditioning Trainer	2	16	8

To achieve the PDA Strength and Conditioning Trainer, learners must also successfully complete Strength and Conditioning 1 from the optional section in either HNC or HND Physical Activity and Health.

PDA Working Inclusively with Participants with Disabilities — Qualification code: GV28 48

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J7CR 48	Working Inclusively with Participants with Disabilities	2	16	8

Optional units (2 credits)

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J7CY 48	Applied Nutrition for Sport, Physical Activity and Health	2	16	8
J6EG 47	Flexibility Training	1	8	7
J6EE 47	Psychology of Physical Activity	1	8	7
J6EF 48	Organising and Delivering a Physical Activity or Health Event	1	8	7
J82R 47	Research Skills	1	8	7
J7X0 47	Strength and Conditioning 1	1	8	7

The mandatory units consist of 88 credit points (11 SQA credits) at SCQF level 8. You must ensure learners complete an additional 32 credit points (4 SQA credits) to achieve the HND. These should consist of one unit from the restricted optional section (2 SQA credits) and the remainder from the optional section (2 SQA credits).

Aims of the qualification

Due to the recognised benefits of physical activity that are being integrated into public health policy, greater demand is being placed on the physical activity and health industry to have an appropriately knowledgeable, skilled and adaptable workforce. Therefore, HND Physical Activity and Health aims to address these needs and broaden the range of services learners can provide when they complete the qualification. HND Physical Activity and Health recognises the importance of developing a dynamic workforce that can engage with a range of clients, with a diverse range of needs includes working with clients with stable, managed, long-term health conditions.

This HND Physical Activity and Health builds on existing pathways into the industry by extending the qualification's reach into public health through Scottish Government's A More Active Scotland: Scotland's Physical Activity Delivery Plan and the World Health Organisation's Global Action Plan on Physical Activity.

The qualification aims to generate a network of knowledgeable and skilled practitioners who can draw on meta-skills to adapt to the needs of their employers, industries and clients.

General aims

1. Develop critical and evaluative thinking and the ability to manage and absorb large amounts of information.
2. Develop problem solving.
3. Develop self-directed and self-reflective learning.
4. Develop the ability to be flexible and to work co-operatively in a team structure.
5. Develop transferable skills, such as study and research skills, presentation techniques, and personal effectiveness.
6. Enable progression in the SCQF, including progression to higher education.
7. Have opportunities for career planning and enhancing their employment prospects.

8. Develop meta-skills that complement technical and professional knowledge and skills.
9. Develop Learning for Sustainability skills, knowledge, understanding and values.

Specific aims

1. Develop a sound understanding of the role physical activity plays in contemporary society and its positive impact on health and well-being.
2. Increase their awareness of legislative changes and government initiatives in physical activity and public health.
3. Develop skills to efficiently analyse a client's needs. Adapt and modify guidance to motivate a broad range of clients with different needs to positively change their behaviour in different types of environments. This should be done over a period of time sufficient enough to show lifestyle, health and fitness improvements by providing specialist, tailored advice in their scope of practice.
4. Develop an inclusive, person-centred approach to devise and appropriately review an action plan that takes account of functional and other biopsychosocial capabilities and limitations, and the level of risk associated with physical activity.
5. Deliver and adapt physical activity and exercise programmes based on an individual assessment of the client. Monitor the client's progress during physical activity and exercise sessions, knowing when to consult with relevant professionals for specialist information and guidance, or refer to other health and well-being services that may contribute to further improvements in their health.
6. Understand the importance of the client's care-givers, family and friends, or partner on the progress and engagement of the client and seek to develop a productive relationship as appropriate.
7. Understand the importance of building strong relationships with health practitioners and stakeholders, including social care and the community sector, through partnership working to ensure care pathways are joined up, allowing for appropriate communication and information exchange to contribute to a positive client experience.

8. Use credible, up-to-date national resources and guidance to inform scope of practice.

9. Develop a comprehensive understanding of business, finance, sales, marketing, legislative changes and government initiatives in the physical activity and public health sector.

10. Develop working practices to the current accepted professional standards for Personal Trainer Practitioner and Working with People with Long-Term Health Conditions.

Who is this qualification for?

This qualification is suitable for learners who want to further develop their knowledge and skills to gain employment in the physical activity and health sector or progress to university. It offers an opportunity to gain a further understanding of the key concepts of working in more specialised areas of the physical activity and health sector to support clients to become more active and improve their health. Learners develop their knowledge and skills through subject knowledge, working in a practical setting, and developing a range of core, essential and transferable skills, including academic skills.

Centres must ensure learners are at least 16 years old before the course starts due to student public liability insurance requirements. Learners between 16- to 18-years old may still need to be supervised in the workplace once they have achieved the qualification.

Entry to this qualification is at your centre's discretion. However, we recommend that learners have one or more of the following:

- HNC Physical Activity and Health
- HNC Fitness, Health and Exercise

Recognising prior learning

SQA recognises that learners gain knowledge and skills through formal, non-formal and informal learning contexts. Formal learning is learning certificated by a recognised awarding or professional body. Non-formal learning includes learning such as employers' in-house training courses. Informal learning is learning based on experience from a variety of environments that is not formally assessed.

It is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full HND.

You can find more information and guidance about the recognition of prior learning on SQA's website.

Articulation and progression

Learners who complete this qualification could go on to:

- other qualifications in physical activity and health or related areas
- further study, employment and/or training
- different articulation pathways to undergraduate degree programmes in universities. Learners can progress to further study, often directly to degree programmes (with some advanced entry depending on local agreements) in subjects such as:

  o Sport and Physical Activity and Health
  o Physical Activity and Health
  o Sport and Exercise Science
  o Strength and Conditioning
  o Food Nutrition and Human Health
  o Sport Studies and Development

- employment in the physical activity and health industry. The following are examples of some occupational areas:

  o personal trainer practitioner
  o community activator
  o social prescriber link worker
  o health champion
  o health coach or trainer
  o strength and conditioning trainer
  o specialist exercise instructor in working with children, working with people with disabilities, antenatal and postnatal exercise instructor

These job roles or titles may not be consistent across the UK.

Learners must complete all 15 SQA credits to aid progression opportunities.

Learners can also progress into industry and continue to develop their knowledge and skills in a range of specialisms including:

- strength and balance or postural stability instructor
- low back pain specialist instructor
- British Association for Cardiovascular Prevention and Rehabilitation (BACPR) cardiac specialist instructor
- cancer rehabilitation specialist instructor
- obesity and weight management specialist instructor
- UK Strength and Conditioning Association (UKSCA) Accredited Strength and Conditioning Coach
- mental health or dementia specialist instructor

Learners would benefit from gaining a formally recognised first aid at work qualification.

Professional recognition

The HND Physical Activity and Health is mapped to the following Professional Standards on the CIMSPA standards framework:

CIMSPA Professional Standards in mandatory units

- Personal Trainer Practitioner
- Working with People with Long-Term Health Conditions

CIMSPA Professional Standards in restricted optional units

- Working Inclusively (Working with Disabled People)
- Working with Antenatal and Postnatal Clients
- Working with Children
- Strength and Conditioning Trainer (in conjunction with Strength and Conditioning 1)

Learners can gain a Professional Development Award (PDA) Strength and Conditioning Trainer as part of HND Physical Activity and Health. If they successfully complete the Strength and Conditioning Trainer unit alongside the optional unit Strength and Conditioning 1 at SCQF level 7, they can register with CIMSPA for the Strength and Conditioning Trainer professional standard.

CIMSPA employer partners recognise the value in endorsed qualifications as they meet industry standards and therefore provide confidence to the sector that learners are arriving with the required knowledge and skills.

HND Physical Activity and Health is also a gateway qualification to lifelong learning and a long-standing career in the industry. Learners can progress to 'professional' or 'chartered' status as they continue to build on their qualification with continuing professional development (CPD) and their experience in employment.

UKSCA recognition

Learners may be accredited the full Level 3 Diploma for Strength and Conditioning Trainer award from the UKSCA if they meet the evidence requirements of the PDA Strength and Conditioning Trainer, UKSCA registration costs and UKSCA assessor criteria, including:

- assessor fees (formative assessment/support built in)
- registration and certification fees
- UKSCA membership for one year and associated benefits
- student learning manual
- access to the e-learning resources

Transitional arrangements

HND Physical Activity and Health is a stand-alone qualification. Learners who have successfully completed either HNC Fitness, Health and Exercise or HNC Physical Activity and Health can progress to it.

Credit transfer arrangements

Centres can make decisions about transferring credit. They can transfer credit if the subject-related content of the units is broadly equivalent. Centres should consider the currency of a learner's achievement before transferring credit.

How the qualification meets employer and higher education institution needs

This qualification is designed in collaboration with employers, higher education institutions (HEIs), practitioners and professional bodies to meet the sector need.

The following tables show how the qualification can benefit employers and HEIs by equipping learners with the necessary skill set:

- Table 1 shows how units map to the aims of the qualification.
- Table 2 shows how the units map to CIMPSA standards.
- Table 3 shows the assessment strategy for the qualification.

Table 1: mapping qualification aims to units

General aims

Key: aim is directly relevant to unit (X), aim is optional in this unit (O), aim is not applicable to this unit (N/A)

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
J7CB 48	Exercise Practitioner 2	X	X	X	X	X	X	X	X	X
J7C6 48	Training Principles for Personal Trainers	X	X	N/A	X	X	X	X	X	X
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	X	X	X	X	X	X	X	X	X
J8LX48	Research Skills: Academic Report Writing	X	N/A	N/A	N/A	X	X	N/A	X	X
J7CE 48	Sport and Physical Activity for Children	X	X	X	X	X	X	X	X	X
J7CP 48	Physical Activity for Antenatal and Postnatal clients	X	X	X	N/A	X	X	X	X	X

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
J7CN 48	Strength and Conditioning Trainer	X	X	X	X	X	X	X	X	X
J7CR 48	Working Inclusively with Participants with Disabilities	X	X	X	X	X	X	X	X	X
J7CY 48	Applied Nutrition for Sport, Physical Activity and Health	X	N/A	N/A	N/A	X	X	X	X	X
J6EG 47	Flexibility Training	X	N/A	N/A	N/A	N/A	X	X	X	X
J6EE 47	Psychology of Physical Activity	X	N/A	N/A	N/A	X	X	N/A	X	X
J6EF 48	Organising and Delivering a Physical Activity or Health Event	X	N/A	X	X	X	X	X	X	X
J82R47	Research Skills	X	X	N/A	N/A	X	X	N/A	X	X
J7X0 47	Strength and Conditioning 1	X	X	X	X	N/A	X	X	X	X

Specific aims

Key: aim is directly relevant to unit (X), aim is optional in this unit (O), aim is not applicable to this unit (N/A)

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J7CB 48	Exercise Practitioner 2	X	X	X	X	X	X	X	X	X	X
J7C6 48	Training Principles for Personal Trainers	X	X	X	X	N/A	X	X	X	X	X
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	X	X	X	X	X	X	X	X	X	X
J8LX48	Research Skills: Academic Report Writing	X	X	N/A	N/A	N/A	N/A	N/A	X	X	N/A
J7CE 48	Sport and Physical Activity for Children	X	X	X	X	X	X	X	X	X	N/A
J7CP 48	Physical Activity for Antenatal and Postnatal Clients	X	X	X	X	X	X	X	X	X	N/A
J7CN 48	Strength and Conditioning Trainer	X	X	X	X	X	X	X	X	X	N/A

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J7CR 48	Working Inclusively with Participants with Disabilities	X	X	X	X	X	X	X	X	X	N/A
J7CY 48	Applied Nutrition for Sport, Physical Activity and Health	X	X	X	N/A	N/A	N/A	X	X	X	N/A
J6EG 47	Flexibility Training	X	N/A	X	N/A	N/A	N/A	N/A	X	N/A	N/A
J6EE 47	Psychology of Physical Activity	X	N/A	N/A	N/A	N/A	N/A	X	X	N/A	N/A
J6EF 48	Organising and Delivering a Physical Activity or Health Event	X	N/A	N/A	N/A	N/A	N/A	N/A	X	X	N/A
J82R47	Research Skills	X	X	X	N/A	N/A	N/A	N/A	X	X	N/A
J7X0 47	Strength and Conditioning 1	X	X	X	X	N/A	X	N/A	N/A	X	N/A

Table 2: mapping units to CIMPSA standards

The HND Physical Activity and Health and PDA Personal Training have been mapped to the following Professional Standard for Personal Trainer Practitioner from CIMSPA.

1. Anatomy, physiology and kinesiology

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.1	Bones	Training Principles for Personal Trainers: outcome 2, outcome 5	Exam	
K1.2	Joints	Training Principles for Personal Trainers: outcome 5	Exam	
K1.3	Muscles	Training Principles for Personal Trainers: outcome 5	Exam	
K1.4	Biological systems	Training Principles for Personal Trainers: outcome 5	Exam	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.5	Energy systems	Training Principles for Personal Trainers: outcome 5	Exam	
K1.6	Anatomical planes of movement	Exercise Practitioner 2: outcome 1	Exam	Evidence can be used from HNC through Accreditation of Prior Learning
K1.7	Anatomical terms of location	Exercise Practitioner 2: outcome 1	Exam	Evidence can be used from HNC through Accreditation of Prior Learning
K1.8	Applied biomechanics and kinesiology	Training Principles for Personal Trainers: outcome 6	Performance/practical	
K1.9	Posture	Training Principles for Personal Trainers: outcome 2, outcome 6	Performance/practical	
S1.1	Supporting achievement of clients/physiological goals	Training Principles for Personal Trainers: outcome 1	Portfolio	

2. Lifestyle management and client motivation

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.1	Lifestyle	Exercise Practitioner 2: outcome 1, outcome 2	Assignment	
K2.2	Psychological factors influencing behaviour change	Exercise Practitioner 2: outcome 2	Portfolio	
K2.3	Strategies to encourage long-term adherence to positive lifestyle practices	Exercise Practitioner 2: outcome 2	Portfolio	
S2.1	Assess client's readiness to change	Exercise Practitioner 2: outcome 2	Portfolio	
S2.2	Create a positive, motivating and empowering environment to support adherence to exercise	Exercise Practitioner 2: outcome 2	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S2.3	Goal setting	Training Principles for Personal Trainers: outcome 1 Exercise Practitioner 2: outcome 2	Portfolio	
S2.4	Ongoing client support	Exercise Practitioner 2: outcome 2	Portfolio	

3. Health and well-being

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.1	Health conditions and medically controlled diseases	Exercise Practitioner 2: outcome 1	Assignment	
K3.2	Health screening and risk stratification	Training Principles for Personal Trainers: outcome 1	Portfolio	
K3.3	Health promotion	Training Principles for Personal Trainers: outcome 1	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S3.1	Health screening and risk stratification	Training Principles for Personal Trainers: outcome 1	Portfolio	
S3.2	Health promotion	Training Principles for Personal Trainers: outcome 1 Exercise Practitioner 2: outcome 1	Assignment	

4. Exercise programme design and delivery

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.1	Consultations, assessments and reviews	Training Principles for Personal Trainers: outcome 1, outcome 2	Portfolio	
K4.2	Goal setting	Training Principles for Personal Trainers: outcome 1, outcome 2	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.3	Designing and tailoring exercise programmes	Training Principles for Personal Trainers: outcome 3	Session plans	
K4.4	Variables	Training Principles for Personal Trainers: outcome 3 Exercise Practitioner 2: outcome 4	Portfolio	
K4.5	Principles of training	Training Principles for Personal Trainers: outcome 3	Session plans	
K4.6	Exercise modes and training environments	Training Principles for Personal Trainers: outcome 3	Session plans	
K4.7	Small group training	Training Principles for Personal Trainers: outcome 3	Session plans	
S4.1	Collect and analyse information	Training Principles for Personal Trainers: outcome 2	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S4.2	Conduct assessments	Training Principles for Personal Trainers: outcome 1, outcome 2	Portfolio	
S4.3	Programme/session planning and delivery	Training Principles for Personal Trainers: outcome 3 Exercise Practitioner 2: outcome 3	Session plans and performance/practical	
S4.4	Review programme/sessions	Exercise Practitioner 2: outcome 4	Self-reflective evaluation	
S4.5	Application of exercise science to programme design and delivery	Training Principles for Personal Trainers: outcome 3	Session plans	

5. Exercise techniques

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.1	Fitness training techniques	Training Principles for Personal Trainers: outcome 3, outcome 4 Exercise Practitioner 2: outcome 3	Performance/practical	
K5.2	Observe and adapt exercise technique	Exercise Practitioner 2: outcome 3	Performance/practical	
S5.1	Fitness training techniques	Training Principles for Personal Trainers: outcome 4 Exercise Practitioner 2: outcome 3	Performance/practical	
S5.2	Observe and adapt exercise technique	Exercise Practitioner 2: outcome 3	Performance/practical	

6. Nutrition

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.1	Principles of nutrition	Exercise Practitioner 2: outcome 5	Portfolio	
K6.2	Nutritional strategies	Exercise Practitioner 2: outcome 5	Portfolio	
K6.3	Nutritional assessment tools	Training Principles for Personal Trainers: outcome 1 Exercise Practitioner 2: outcome 5	Portfolio	
K6.4	Human metabolism	Exercise Practitioner 2: outcome 5	Portfolio	
S6.1	Assessment of nutritional intake	Exercise Practitioner 2: outcome 5	Portfolio	
S6.2	Application of nutritional strategies	Exercise Practitioner 2: outcome 5	Portfolio	
S6.3	Credible sources	Exercise Practitioner 2: outcome 5	Portfolio	

7. Information technology

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K7.1	Business operations	Exercise Practitioner 2: outcome 6	Assignment	
K7.2	Available technology	Exercise Practitioner 2: outcome 6	Assignment	
K7.3	Ethical and legislative practice	Exercise Practitioner 2: outcome 6	Assignment	
S7.1	Incorporating technology	Exercise Practitioner 2: outcome 6	Assignment	

8. Professional practice

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K8.1	Conduct	Exercise Practitioner 2: outcome 6	Assignment	
K8.2	Ethics	Exercise Practitioner 2: outcome 6	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K8.3	Legislation and organisational procedures	Exercise Practitioner 2: outcome 6	Assignment	
S8.1	Ensure responsibility and professional duty of care to clients	Exercise Practitioner 2: outcome 6	Assignment	
S8.2	Clarify roles and responsibilities	Exercise Practitioner 2: outcome 6	Assignment	

9. Communication

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K9.1	Professionally interact	Exercise Practitioner 2: outcome 3	Performance/practical	
K9.2	Communication techniques	Exercise Practitioner 2: outcome 3	Performance/practical	
S9.1	Professionally interact	Exercise Practitioner 2: outcome 3	Performance/practical	

10. Business acumen

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K10.1	Marketing	Exercise Practitioner 2: outcome 6	Assignment	
K10.2	Business planning	Exercise Practitioner 2: outcome 6	Assignment	
K10.3	Finance	Exercise Practitioner 2: outcome 6	Assignment	

CIMSPA Professional Standard for Working with People with Long-Term Health Conditions

HND Physical Activity and Health and PDA Management of Long-Term Health Conditions for Exercise Practitioners has been mapped to the CIMSPA Professional Standard for Working with People with Long-Term Health Conditions.

1. Understanding health context

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.1	Health policy	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 1, outcome 4	Assignment	
K1.2	Evidence	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5, outcome 6	Assignment or presentation	
K1.3	Building local relationships	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 9	TBC	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S1.1	Health context	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 6	TBC	
S1.2	Evidence	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5	TBC	
S1.3	Building local relationships	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 6, outcome 7, outcome 8	TBC	

2. Epidemiology, anatomy and physiology, pathophysiology, and pharmacology

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.1	Epidemiology	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 1	Assignment	
K2.2	Anatomy and physiology	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 2. outcome 3	Presentation	
K2.3	Aetiology (causes) of conditions	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 1, outcome 3, outcome 5	Assignment	
K2.4	Medical management	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 3	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.5	Limitations for exercise	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5	Assignment	
S2.1	Anatomy and physiology	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7, outcome 8	Portfolio	
S2.2	Medical management	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7	Portfolio	
S2.3	Accommodating functional and psychological limitations and capabilities	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7	Portfolio	

3. Service design, set up and evaluation

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.1	Quality assurance	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7, outcome 9	Portfolio	
K3.2	Referral and self-referral	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 6, outcome 9	Portfolio and assessment	
K3.3	Governance	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 9	Portfolio	
K3.4	Monitoring and evaluation	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 8	Assignment or presentation, session evaluations and leaflet, prescreening	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.5	Physical activity and health opportunities	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 6, outcome 8	Assignment, evaluation or leaflet	
S3.1	Quality assurance	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 9	Portfolio	
S3.2	Referral and self-referral	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6	Portfolio	
S3.3	Governance	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S3.4	Monitoring and evaluation	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7, outcome 8	Portfolio	
S3.5	Physical activity and health opportunities	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 8	Portfolio	

4. Providing support and behaviour change

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.1	Theory of behaviour change	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.2	Style of intervention	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5	Assignment	
K4.3	Customer relationship management (CRM)	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5	Assignment	
S4.1	Theory of behaviour change	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5, outcome 6	Assignment	
S4.2	Person-centred techniques	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5, outcome 6, outcome 7	Assignment and portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S4.3	Customer relations management (CRM)	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7	Portfolio	

5. Service delivery

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.1	Medical terminology	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 3	Assignment	
K5.2	Pre-exercise screening	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.3	Functional and clinical assessment	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6	Portfolio	
K5.4	Exercise prescription	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 1, outcome 7	Portfolio and assignment	
K5.5	Monitoring physical activity and exercise	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7	Portfolio	
K5.6	Safety considerations	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 3, outcome 7, outcome 9	Assignment and portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.7	Education and lifestyle advice	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 5, outcome 6	Assignment or presentation, professional discussion and CPD record, evaluation and leaflet	
K5.8	Delegated responsibility	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 6, outcome 9	Portfolio	
K5.9	Onward referral	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 4, outcome 6, outcome 9	Portfolio	
S5.1	Pre-exercise assessment	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S5.2	Functional and clinical assessment	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7	Portfolio	
S5.3	Delegated authority	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7	Portfolio	
S5.4	Exercise delivery	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7	Portfolio	
S5.5	Education and lifestyle advice	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 8	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S5.6	Monitoring clients	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 7, outcome 8	Portfolio	
S5.7	Managing participant safety	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7, outcome 8	Portfolio	

6. Professional practice

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.1	Continuing professional development	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 9	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.2	Professional boundaries	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 9	Portfolio	
S6.1	Continuing professional development	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 9	Portfolio	
S6.2	Professional boundaries	Management of Long-Term Health Conditions for Exercise Practitioners: outcome 6, outcome 7, outcome 8, outcome 9	Portfolio	

CIMSPA Professional Standard for Working Inclusively (Working with Disabled People)

HND Physical Activity and Health and PDA Working Inclusively with Participants with Disabilities has been mapped to the CIMSPA Professional Standard for Working Inclusively (Working with Disabled People).

1. Understanding your participant

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.1	Participants needs	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
K1.2	Adaptations	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
K1.3	Benefits and challenges	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.4	Factors affecting participation	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	

2. Creating an inclusive environment and culture

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.1	Inclusive environment	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
K2.2	Inclusive learning	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
S2.1	Inclusive environment and culture	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S2.2	Inclusive physical activity environment and culture	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	

3. Legislation and guidance

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.1	Legislation	Working Inclusively with participants with Disabilities: Outcome 1	Assignment	
K3.2	Policy and procedures	Working Inclusively with participants with Disabilities: Outcome 1	Assignment	
K3.3	Best practice	Working Inclusively with participants with Disabilities: Outcome 1, outcome 2	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.4	Guidance	Working Inclusively with participants with Disabilities: Outcome 1, outcome 2	Assignment	
K3.5	Legislation	Working Inclusively with participants with Disabilities: Outcome 1	Assignment	
S3.1	Legislation	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
S3.2	Risk management	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	

4. Plan, deliver, evaluate inclusive sport and physical activity including disabled people

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.1	Planning, preparation and delivery	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
K4.2	Local initiatives	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
K4.3	Assistive devices	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
K4.4	Evaluation and continual review	Working Inclusively with participants with Disabilities: Outcome 5	Evaluations	
K4.5	Goal setting	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.6	Positive experience	Working Inclusively with participants with Disabilities: Outcome 3	Session plans	
S4.1	Planning and preparation	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical, practical observation and session planning	
S4.2	Engaging participants	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
S4.3	Adaptability	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
S4.4	Evaluation and ongoing review	Working Inclusively with participants with Disabilities: Outcome 5	Self-reflective evaluation/log	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S4.5	Goal setting	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	

5. Effective communication

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.1	Effective communication	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
K5.2	Promoting sessions	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
K5.3	Appropriate language and tone	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.4	Communication with supporters	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
S5.1	Effective communication	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
S5.2	Participants	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	
S5.3	Promotion	Working Inclusively with participants with Disabilities: Outcome 4	Performance/practical	

CIMSPA Population Specialism Professional Standard for Working with Antenatal and Postnatal Clients

HND Physical Activity and Health and PDA Physical Activity for Antenatal and Postnatal Clients has been mapped to the CIMSPA Population Specialism Professional Standard for Working with Antenatal and Postnatal Clients.

1. Health and well-being for antenatal and postnatal clients

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.1	Antenatal and postnatal	Physical Activity for Antenatal and Postnatal clients: Outcome 1, outcome 3	Portfolio	
K1.2	Health and well-being	Physical Activity for Antenatal and Postnatal clients: Outcome 2, outcome 3, outcome 4	Portfolio	
K1.3	Advice and guidance	Physical Activity for Antenatal and Postnatal clients: Outcome 3, outcome 3	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.4	Anatomical, physiological and biomechanical changes	Physical Activity for Antenatal and Postnatal clients: Outcome 1	Portfolio	

2. Benefits, barriers and enablers

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.1	Benefits	Physical Activity for Antenatal and Postnatal clients: Outcome 1	Portfolio	
K2.2	Barriers and myths	Physical Activity for Antenatal and Postnatal clients: Outcome 1	Portfolio	
K2.3	Common problems	Physical Activity for Antenatal and Postnatal clients: Outcome 1	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.4	Motivation and enabling factors	Physical Activity for Antenatal and Postnatal clients: Outcome 3	Portfolio	
K2.5	Contraindications and warning signs	Physical Activity for Antenatal and Postnatal clients: Outcome 1, outcome 4	Portfolio	

3. Plan, prepare, continuously evaluate and review sessions

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.1	Pre-activity screening	Physical Activity for Antenatal and Postnatal clients: Outcome 3, outcome 3	Portfolio	
K3.2	Activities	Physical Activity for Antenatal and Postnatal clients: outcome 4	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.3	Goal setting	Physical Activity for Antenatal and Postnatal clients: Outcome 3, outcome 4	Portfolio	
K3.4	Recommended guidelines	Physical Activity for Antenatal and Postnatal clients: Outcome 3, outcome 4	Portfolio	
K3.5	Assessing risks	Physical Activity for Antenatal and Postnatal clients: Outcome 4	Portfolio	
K3.6	Considerations for planning	Physical Activity for Antenatal and Postnatal clients: Outcome 4	Portfolio	
K3.7	Implications of planning	Physical Activity for Antenatal and Postnatal clients: Outcome 4	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.8	Planning and preparation	Physical Activity for Antenatal and Postnatal clients: Outcome 4	Portfolio	
K3.9	Feedback/reflective practice	Physical Activity for Antenatal and Postnatal clients: Outcome 5	Portfolio	
S3.1	Session and activities	Physical Activity for Antenatal and Postnatal clients: Outcome 4	Portfolio	
S3.2	Plan and evaluate	Physical Activity for Antenatal and Postnatal clients: Outcome 4, outcome 5	Portfolio	

4. Professional responsibilities

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.1	Best practice	Physical Activity for Antenatal and Postnatal clients: Outcome 3	Portfolio	
K4.2	Exchange of information	Physical Activity for Antenatal and Postnatal clients: Outcome 3	Portfolio	
K4.3	First aid	Physical Activity for Antenatal and Postnatal clients: Outcome 5	Portfolio	
K4.4	CPD	Physical Activity for Antenatal and Postnatal clients: Outcome 5	Portfolio	
K4.5	Insurance	Physical Activity for Antenatal and Postnatal clients: Outcome 5	Portfolio	

CIMSPA Population Specialism Professional Standard for Working with Children

HND Physical Activity and Health and PDA Sport and Physical Activity for Children has been mapped to the CIMSPA Population Specialism Professional Standard for Working with Children.

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

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.1.1	United Nations Convention on the Rights of the Child (UNCRC)	Sport and Physical Activity for Children: Outcome 2	Assignment	
K1.1.2	United Nations Convention on the Rights of the Child (UNCRC)	Sport and Physical Activity for Children: Outcome 2	Assignment	
K1.2	UNESCO International Charter of Physical Activity and Sport	Sport and Physical Activity for Children: Outcome 2	Assignment	
S1.1	Support the rights of the child	Sport and Physical Activity for Children: Outcome 3, outcome 4	Session plans	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S1.2	Support accessibility of sport and physical activity	Sport and Physical Activity for Children: Outcome 3, outcome 4	Session plans	

2. Safe and inclusive practice when working with children

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.1.1	Safe environments	Sport and Physical Activity for Children: Outcome 2	Assignment	
K2.1.2	Safe environments	Sport and Physical Activity for Children: Outcome 2	Assignment	
K2.2.1	Safe practice	Sport and Physical Activity for Children: Outcome 2	Assignment	
K2.2.2	Safe practice	Sport and Physical Activity for Children: Outcome 2	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.3.1	Inclusive practice	Sport and Physical Activity for Children: Outcome 2	Assignment	
K2.3.2	Inclusive practice	Sport and Physical Activity for Children: Outcome 2	Assignment	
S2.1.1	Safe and inclusive delivery	Sport and Physical Activity for Children: Outcome 3	Session plans	
S2.1.2	Safe and inclusive delivery	Sport and Physical Activity for Children: Outcome 3, outcome 4	Session plans	
S2.1.3	Safe and inclusive delivery	Sport and Physical Activity for Children: Outcome 3, outcome 4	Session plans	

3. The development stages of children

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.1.1	Child development models	Sport and Physical Activity for Children: Outcome 1	Assignment	
K3.1.2	Child development models	Sport and Physical Activity for Children: Outcome 1	Assignment	
K3.1.3	Child development models	Sport and Physical Activity for Children: Outcome 1	Assignment	
K3.1.4	Child development models	Sport and Physical Activity for Children: Outcome 1	Assignment	
K3.2	Children's physical development	Sport and Physical Activity for Children: Outcome 1	Assignment	
K3.3	Children's social development	Sport and Physical Activity for Children: Outcome 1	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.4	Children's emotional development	Sport and Physical Activity for Children: Outcome 1	Assignment	
K3.5	Children's cognitive development	Sport and Physical Activity for Children: Outcome 1	Assignment	
S3.1.1	Delivering sport and physical activity considering the whole-child	Sport and Physical Activity for Children: Outcome 3	Session plans	
S3.1.2	Delivering sport and physical activity considering the whole-child	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S3.1.3	Delivering sport and physical activity considering the whole-child	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S3.1.4	Delivering sport and physical activity considering the whole-child	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

4. External factors influencing participation in sport and physical activity

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.1	Personal influencers	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
K4.2	Education influencers	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
K4.3	External influencers	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S4.1.1	Reducing barriers to participation	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S4.1.2	Reducing barriers to participation	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

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

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.1.1	People who influence participation	Sport and Physical Activity for Children: Outcome 3	Session plans	
K5.1.2	People who influence participation	Sport and Physical Activity for Children: Outcome 3	Session plans	
K5.2	Communicating with others	Sport and Physical Activity for Children: Outcome 4	Session plans	
K5.3	Positive learning environment	Sport and Physical Activity for Children: Outcome 3	Session plans	
S5.1	Embedding policy	Sport and Physical Activity for Children: Outcome 3	Session plans	
S5.2	Positive relationships	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S5.3	Positive learning environments	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

6. Positive behaviour management

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.1	Positive behaviour management	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
K6.2	Differentiation	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
K6.3	Positive learning environment	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S6.1	Motivating children	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S6.2	Managing behaviours	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S6.3	Modelling positive behaviour	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S6.4	Positive learning environment	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

7. Health and well-being of children

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K7.1	National health guidance	Sport and Physical Activity for Children: Outcome 3	Session plans	
K7.2	Nutrition	Sport and Physical Activity for Children: Outcome 3	Session plans	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K7.3	Developing the whole-child	Sport and Physical Activity for Children: Outcome 3	Session plans	
S7.1.1	Needs of children	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S7.1.2	Needs of children	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S7.2	Wider life skills	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

8. Working with a team of children's specialists

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K8.1.1	Enablers of participation	Sport and Physical Activity for Children: Outcome 2	Assignment	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K8.1.2	Enablers of participation	Sport and Physical Activity for Children: Outcome 2	Assignment	
K8.1.3	Enablers of participation	Sport and Physical Activity for Children: Outcome 2	Assignment	
K8.1.4	Enablers of participation	Sport and Physical Activity for Children: Outcome 2	Assignment	
S8.1	Teamworking	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S8.2	Supporting teams	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

9. Professional practice when working with children

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K9.1	Values	Sport and Physical Activity for Children: Outcome 2	Performance/practical	
K9.2	Industry good practice	Sport and Physical Activity for Children: Outcome 2	Performance/practical	
S9.1	Adapting	Sport and Physical Activity for Children: Outcome 4	Performance/practical	
S9.2	Professional conduct	Sport and Physical Activity for Children: Outcome 4	Performance/practical	

CIMSPA Professional Standard for Strength and Conditioning Trainer

HND Physical Activity and Health and PDA Strength and Conditioning Trainer has been mapped to the CIMSPA Professional Standard for Strength and Conditioning Trainer. Learners have the option to gain UKSCA recognition by completing additional UKSCA assessments through a UKSCA Accredited Assessor, and paying the required UKSCA fees.

1. Consultation, assessments, inductions and screening

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K1.1	Participant consultation process	Strength and Conditioning Trainer: outcome 1	Portfolio	
K1.2	Health screening and risk stratification	Strength and Conditioning Trainer: outcome 1	Portfolio	
K1.3	Participant assessment and review process	Strength and Conditioning Trainer: outcome 1	Portfolio	
K1.4	Participant induction process	Strength and Conditioning Trainer: outcome 1	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S1.1	Conduct consultations, assessments and training environment inductions	Strength and Conditioning Trainer: outcome 1	Portfolio	

2. Maximise the participant experience

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.1	Participant needs	Strength and Conditioning Trainer: outcome 2	Portfolio	
K2.2	Participant service	Strength and Conditioning Trainer: outcome 2	Portfolio	
K2.3	Participant engagement	Strength and Conditioning Trainer: outcome 2, outcome 3	Portfolio	
K2.4	Participant communication	Strength and Conditioning Trainer: outcome 2	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K2.5	Participant feedback	Strength and Conditioning Trainer: outcome 4	Portfolio	
S2.1	Participant data	Strength and Conditioning Trainer: outcome 2	Portfolio	
S2.2	Participant engagement	Strength and Conditioning Trainer: outcome 2	Portfolio	
S2.3	Participant service	Strength and Conditioning Trainer: outcome 2	Portfolio	
S2.4	Develop rapport with participants	Strength and Conditioning Trainer: outcome 2	Portfolio	
S2.5	Professional demeanour	Strength and Conditioning Trainer: outcome 2	Portfolio	
S2.6	Communication	Strength and Conditioning Trainer: outcome 2	Portfolio	

3. Exercise anatomy and physiology

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.1	Structure and function of the circulatory system	Anatomy and Physiology for Exercise and Human Movement: outcome 3	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.2	Structure and function of the respiratory system	Anatomy and Physiology for Exercise and Human Movement: outcome 3	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.3	Structure and function of the skeleton	Anatomy and Physiology for Exercise and Human Movement: outcome 1	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.4	Joints	Anatomy and Physiology for Exercise and Human Movement: outcome 1	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.5	Muscular system	Anatomy and Physiology for Exercise and Human Movement: outcome 1, outcome 2	Online test	Evidence can be used from HNC through Accreditation of Prior Learning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.6	Life-course of the musculoskeletal system	Anatomy and Physiology for Exercise and Human Movement: outcome, 1, outcome 2, outcome 5	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.7	Energy systems	Anatomy and Physiology for Exercise and Human Movement: outcome 5	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.8	Nervous system	Anatomy and Physiology for Exercise and Human Movement: outcome 2	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.9	Digestive system	Anatomy and Physiology for Exercise and Human Movement: outcome 4	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
K3.10	Anatomical planes of movement	Anatomy and Physiology for Exercise and Human Movement: outcome 1	Online test	Evidence can be used from HNC through Accreditation of Prior Learning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K3.11	Anatomical terms of location	Anatomy and Physiology for Exercise and Human Movement: outcome 1	Online test	Evidence can be used from HNC through Accreditation of Prior Learning
S3.1	Application of exercise anatomy and physiology	Training Principles for Exercise: outcome 4	Multiple	Evidence can be used from HNC through Accreditation of Prior Learning

4. Lifestyle management and participant motivation

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.1	Lifestyle and health promotion	Training Principles for Exercise: outcome 3, outcome 5 Health Promotion, Behaviour Change and Nutrition: outcome 1, outcome 4 Exercise Practitioner 1: outcome 2, outcome 5 Preparing to Work in the Physical Activity and Health Industry: outcome 1	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K4.2	Risk reduction and management of common health conditions	Health Promotion, Behaviour Change and Nutrition: outcome 1, outcome 2, Training Principles for Exercise: outcome 3 Exercise Practitioner 1: outcome 2, outcome 3, outcome 4 Preparing to Work in the Physical Activity and Health Industry: outcome 1	Multiple	Evidence can be used from HNC through Accreditation of Prior Learning
K4.3	Behaviour change and exercise adherence	Health Promotion, Behaviour Change and Nutrition: outcome 3 Exercise Practitioner 1: outcome 4	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning
S4.1	Motivation	Strength and Conditioning: outcome 2 Trainer	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S4.2	Goal setting	Strength and Conditioning Trainer: outcome 2	Portfolio	
S4.3	Health promotion	Health Promotion, Behaviour Change and Nutrition: outcome 3 Preparing to Work in the Physical Activity and Health Industry: outcome 2	Portfolio	

5. Prepare and plan for strength and conditioning sessions

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.1	The role of the professional strength and conditioning trainer and how to promote the benefits of strength and conditioning	Strength and Conditioning Trainer: outcome 5	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K5.2	Develop a strength and conditioning programme	Strength and Conditioning Trainer: outcome 2	Portfolio	
K5.3	Monitor and review strength and conditioning exercise programmes	Strength and Conditioning Trainer: outcome 5	Portfolio	
S5.1	Plan strength and conditioning programmes	Strength and Conditioning Trainer: outcome 2	Portfolio	
S5.2	Monitor and review strength and conditioning programmes	Strength and Conditioning Trainer: outcome 4	Portfolio	

6. Delivering a strength and conditioning session

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.1	Coaching a range of strength and conditioning methods	Strength and Conditioning Trainer: outcome 4	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.2	RAMP warm up	Strength and Conditioning Trainer: outcome 4	Portfolio	
K6.3	Foundation movements training	Strength and Conditioning 1: outcome 1	Portfolio	
K6.4	Resisted movements for strength-based and explosive training	Strength and Conditioning Trainer: outcome 4	Portfolio	
K6.5	Energy system training protocols	Strength and Conditioning Trainer: outcome 4	Portfolio	
K6.6	High-intensity running-based activities	Strength and Conditioning Trainer: outcome 4	Portfolio	
K6.7	Coaching strength and conditioning sessions	Strength and Conditioning Trainer: outcome 4 Strength and Conditioning 1: outcome 4	Portfolio	

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K6.8	Use of equipment in strength and conditioning training sessions	Strength and Conditioning Trainer: outcome 4 Strength and Conditioning 1: outcome 1	Portfolio	
S6.1	Coaching strength and conditioning sessions	Strength and Conditioning Trainer: outcome 4 Strength and Conditioning 1: outcome 1	Portfolio	
S6.2	Exercise demonstrations	Strength and Conditioning Trainer: outcome 4 Strength and Conditioning 1: outcome 1	Portfolio	

7. Routine maintenance and cleaning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K7.1	Cleaning substances	Exercise Practitioner 1: outcome 1	Written test	Evidence can be used from HNC through Accreditation of Prior Learning
K7.2	Cleaning equipment	Exercise Practitioner 1: outcome 1	Written test	Evidence can be used from HNC through Accreditation of Prior Learning
K7.3	Safe systems of work	Preparing to Work in the Physical Activity and Health Industry: outcome 2 Exercise Practitioner 1: outcome 1	Written test	Evidence can be used from HNC through Accreditation of Prior Learning
K7.4	Personal safety	Exercise Practitioner 1: outcome 1	Written test	Evidence can be used from HNC through Accreditation of Prior Learning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K7.5	Hazards	Exercise Practitioner 1: outcome 1	Written test and portfolio	Evidence can be used from HNC through Accreditation of Prior Learning
K7.6	Cleaning schedules	Exercise Practitioner 1: outcome 1	Written test	Evidence can be used from HNC through Accreditation of Prior Learning
K7.7	Waste management	Exercise Practitioner 1: outcome 1	Written test	Evidence can be used from HNC through Accreditation of Prior Learning
S7.1	Preparing to clean	Preparing to Work in the Physical Activity and Health Industry: outcome 2 Strength and Conditioning 1: outcome 1	Performance/practical	Evidence can be used from HNC through Accreditation of Prior Learning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S7.2	Cleaning activities	Preparing to Work in the Physical Activity and Health Industry: outcome 2 Exercise Practitioner 1: outcome 1	Performance/practical	Evidence can be used from HNC through Accreditation of Prior Learning
S7.3	Hazards	Preparing to Work in the Physical Activity and Health Industry: outcome 2 Strength and Conditioning 1: outcome 1, outcome 4	Performance/practical	Evidence can be used from HNC through Accreditation of Prior Learning
S7.4	Communication	Preparing to Work in the Physical Activity and Health Industry: outcome 2, outcome 3 Exercise Practitioner 1: outcome 2, outcome 3, outcome 4, outcome 6	Performance/practical	Evidence can be used from HNC through Accreditation of Prior Learning

8. Professional practice

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
K8.1	Conduct and ethics	Preparing to Work in the Physical Activity and Health Industry: outcome 2	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning
K8.2	National guidelines, legislation and organisational procedures	Preparing to Work in the Physical Activity and Health Industry: outcome 2 Exercise Practitioner 1: outcome 1	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning
K8.3	Professional development	Preparing to Work in the Physical Activity and Health Industry: outcome 5	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning
K8.4	Business acumen	Exercise Practitioner 1: outcome 6 Preparing to Work in the Physical Activity and Health Industry: outcome 1, outcome 3, outcome 4, outcome 5	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning

CIMSPA reference	Knowledge and understanding	Evidence requirements	Suggested assessment method	Comments
S8.1	Work alone and as part of a team with minimal supervision	Exercise Practitioner 1: outcome 2, outcome 3, outcome 4 Preparing to Work in the Physical Activity and Health Industry: outcome 3, outcome 4	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning
S8.2	Responsibility and professional duty of care to participants	Preparing to Work in the Physical Activity and Health Industry: outcome 2	Portfolio	Evidence can be used from HNC through Accreditation of Prior Learning

Table 3: assessment strategy for the qualification

The following information is general guidance.

Unit code	Unit title	Assessment method
J7C6 48	Training Principles for Personal Trainers	This unit allows for integration of assessment with Exercise Practitioner 2. The outcomes across both units complement each other and allow learners to work with a client and develop and deliver a training intervention to support them to achieve their goals and objectives. Learners carry out a range of activities to generate evidence as part of a portfolio or e-portfolio. Assessment methods in this unit include project work, restricted response questions and report writing. Learners conduct a lifestyle management consultation for a client that will help them develop an action plan to complete a range of health and performance fitness tests, before designing a 12-week training intervention based on their client's goals and objectives. Learners include evidence for each aspect as part of their overall learner portfolio or e-portfolio. Development of a range of fitness-based exercise techniques will form part of this unit before implementing the training intervention in Exercise Practitioner 2. Learners then analyse the effects of exercise on the body systems and discuss the interaction between exercise prescription and application as a personal trainer. Finally, learners critically analyse biomechanical movement and apply this effectively during exercise delivery with their client.

Unit code	Unit title	Assessment method
J7CB 48	Exercise Practitioner 2	This unit allows for integration of assessment with Training Principles for Personal Trainers. The outcomes across both units complement each other and allow learners to work with a client and develop and deliver a training intervention to support them to achieve their goals and objectives. Learners undertake a range of activities to generate evidence as part of a portfolio or e-portfolio. Assessment methods in this unit include project work, restricted response questions, presentations and report writing. Learners critically analyse the key components of a healthy lifestyle and look at factors that affect health and well-being. This supports the client consultation in Training Principles for Personal Trainers. Learners then compare a range of behaviour change theories and approaches to motivate positive behaviour change with clients. Once the learner has designed their client training intervention, it will be delivered and assessed in Exercise Practitioner 2. This is summatively assessed using an observation checklist, with substantiative feedback being provided by the assessor on the learner's performance. This supports the learner in evaluating their delivery of the training intervention to help them become a diligent, self-reflective personal trainer. Learners also examine the principles of nutrition, nutritional strategies and effective use of nutritional assessment tools when working with a client. There are opportunities for this outcome to be assessed holistically with the optional unit Applied Nutrition for Sport, Physical Activity and Health. Learners must also construct a business plan and recognise the importance of business acumen, marketing, finance and ethical practices. You can use a range of assessment methods to generate this evidence, and these should be tailored to suit the learner's potential career pathway.

Unit code	Unit title	Assessment method
J7CB 48	Exercise Practitioner 2 (continued)	Both the meta-skills and Learning for Sustainability outcomes form part of this unit and can be assessed holistically during delivery. You must ensure the evidence generated meets the minimum evidence requirements detailed in the Exercise Practitioner 2 unit specification. As Exercise Practitioner 2 is the project unit in this qualification, learners' portfolios will contain assessments for other mandatory units. You must ensure that all evidence in learners' portfolios meets the evidence requirements for the chosen outcome.
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	This unit allows for integration of assessment with the PDA Personal Training and Research Skills: Academic Report Writing. You can holistically assess the outcomes to cover evidence requirements and support learners to develop competence and skills in working with clients with stable, managed long-term health conditions. Learners work with a live client and complete a case study to support learning about more challenging long-term health conditions. Learners carry out a range of activities to generate evidence as part of a portfolio or e-portfolio. Assessment methods in this unit include project work, restricted response questions, presentations and report writing. As part of the assessments for this unit, learners should make reference to clients in the following categories: Category 1 (live client): • Diabetes and metabolic conditions • Musculoskeletal • Mental health conditions • Dementia

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	Category 2 (case study client): • Chronic fatigue • Circulatory including cardiovascular and respiratory • Cancers • Neurological You can find more detail on these categories in the knowledge and skills table in the unit specification. Learners analyse the epidemiology of inactivity and other lifestyle behaviours that impact on health, and the correlation between these behaviours and consequent risk factors that contribute to developing, or living with, long-term health conditions, as well as factors that contribute to managing living with long-term health conditions. Learners examine the physical, psychological and social benefits of increasing physical activity for those living with long-term health conditions. Learners should interpret the aetiology, pathophysiology and pharmacology for a long-term condition from each category. Pharmacological interpretations should include the short-term and long-term side effects that may be prevalent during physical activity. Learners examine the local and national health landscape to support clients at risk of or living with long-term health conditions, and how agencies and organisations provide a range of services that clients can access. Learners could complete a research project to examine what organisations and services are in their local area, and this could form the basis of generating evidence for this unit. Learners should reference local and national policies for the provision of local and national services to support physical activity.

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	Learners research the latest evidence-based practice for each of their chosen long-term health conditions and use this to support sustained behaviour change for each client. Learners could provide a written assignment or presentation to demonstrate how they could apply their research to support clients during their physical activity intervention. Learners should carry out a pre-exercise health screening assessment to one 'live' client from category 1 using appropriate risk stratification tools, for example, PARQ, PreCise or American College of Sports Medicine (ACSM), gaining informed consent while using a person-centred behaviour approach. Learners should select and conduct the appropriate functional (including sub-maximal) and clinical assessments, and interpret and apply results to establish a baseline and demonstrate client progress and collective outcomes. Learners should then demonstrate how to apply the results of these assessments to plan and deliver a safe and effective physical activity session plan for the live client. Learners should complete and submit their pre-screening documentation and results from their functional and clinical assessments. They should create a report to interpret results and form the basis of the goals and objectives of the physical activity intervention. Learners can include the evidence in their portfolio or e-portfolio. Learners should design 12 progressive physical activity session plans for two clients (one from category 1 and one from category 2) with long-term health conditions. They should reference current research, for example, ACSM or other recognised industry guidelines, when designing the session plans. Learners should choose a client from each category.

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	Learners should deliver one-to-one physical activity classes that are tailored to the needs of the client to improve jointly identified, biopsychosocial health and well-being goals and outcomes, and adapt and review them to support changes such as progression, regression and maintenance, according to the individual's needs. Assessors should assess a minimum of one session to a live client for a minimum of 45 minutes using an observation checklist. We recommend that these observations are done live using a 'live' client. Learners can include the evidence in their portfolio or e-portfolio. They should offer tailored lifestyle advice throughout delivery of the sessions and record advice offered as part of their evaluation in outcome 8. Learners should review and evaluate after they have delivered each exercise session. They can include evidence in their portfolio or e-portfolio evaluations, education and lifestyle advice offered to their client and possible progression routes for them to continue in their physical activity journey. Suitable progression routes available in the client's local area should be discussed on a minimum of two separate occasions. Progression routes should include current physical activity opportunities available in local areas using current research.

Unit code	Unit title	Assessment method
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners (continued)	Education and lifestyle advice (for example, health interventions such as stop smoking services, physiotherapy, pharmacy, befriending and group learning) should be provided underpinned by evidence-based health and lifestyle research, for example, guidelines from the UK Chief Medical officer (CMO) or the ACSM. Learners should offer nutritional advice within the boundaries set out by the Association of Nutrition in the 'Competence Framework for Nutrition for Fitness and Leisure' including 'specialist instructors working with vulnerable groups'.

Learners examine the industry requirements for exercise practitioners to maintain relevant and recognised CPD. Learners should generate evidence in the form of a professional discussion. There should be an opportunity for learners to network and have informal discussions with a range of competent qualified practitioners who deliver physical activity for clients with long-term health conditions. The professional discussion should evidence each criterion as set out in the evidence requirements, including examining the scope of practice for practitioners. |

Unit code	Unit title	Assessment method
J8LX 48	Research Skills: Academic Report Writing	This unit allows for holistic and cross-assessment with either of the mandatory PDAs: • PDA Personal Training • PDA Management of Long-Term Health Conditions for Exercise Practitioners Learners do a range of assessment methods in this unit, including open-book written proposals or oral presentation, and an open-book academic report. Learners should refer to primary and secondary sources to support their research and construction of their academic report. Learners must propose a research investigation on a sport or physical activity and health-related topic. The research proposal must include a research topic title, aims, and objectives from the research they will carry out. It must also specify the methodology of research. The proposal must also include which data collection approaches they intend to use, with justification of their choices. You could produce an assessment template with headings covering the evidence requirements for learners to complete. Alternatively, you could develop an assessment brief for learners. An assessment brief could bullet point the evidence requirements that learners must write about, allowing them to write the report in their own style. The assessment template or brief may suggest the number of words used to cover each evidence requirement to ensure that the word target is achieved across the four evidence requirements.

Unit code	Unit title	Assessment method
J8LX 48	Research Skills: Academic Report Writing (continued)	From the proposal, learners must then conduct a research investigation to compile complex data from a range of sources. Outcomes 2 and 3 can be assessed holistically by an academic open-book written report in the region of 2,500 words. You could effectively integrate this outcome with assessment for either of the PDA units that require learners to produce complex written research reports. You could develop an assessment brief outlining a structure for writing the report, with guidance on what the word count for each section should be to achieve the target 2,500 words. You may wish to develop separate assessment briefs for each of the stages leading to writing an academic report.

Sections of the academic report structure could include:

- topic title
- contents page
- introduction to the topic
- review of literature surrounding the topic
- methodology
- results and discussion or analysis of results
- conclusion
- references, bibliography and appendices

References, bibliographies and appendices are not included in the academic report word count. This is an example of how the report may be written and presented, however, you can choose any structure that allows learners to meet the evidence requirements. |

Meta-skills

Every NextGen: HN Qualification gives learners the opportunity to develop meta-skills.

Meta-skills are transferable behaviours and abilities that help people to adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation. Each of these is made up of four meta-skills and a number of sub-skills.

- Self-management — focusing, integrity, adapting, initiative
- Social intelligence — communicating, feeling, collaborating, leading
- Innovation — curiosity, creativity, sense-making, critical thinking

From early in the qualification, we want learners to identify and understand the meta-skills they can develop, and to appreciate the personal and professional value of these skills. We want to support learners to continue to articulate, use and build on them long after they have achieved their qualification. In this way, we help learners to develop broad skills profiles, enabling them to thrive in a changing world.

Every NextGen: HN unit signposts opportunities for learners to develop meta-skills, and there is an assessed outcome in one of the mandatory units. When you make your whole-qualification grade decisions, you consider learners' commitment to engaging with meta-skills development.

You do not assess learners on their competence or progress in individual meta-skills. Instead, you assess them on evidence that they have engaged with a personal process of development. Meta-skills development is founded on a clear process of self-assessment, goal setting, action planning and reflective practice.

You can find meta-skills teaching, learning and assessment resources on [SQA's meta-skills web page](#).

Meta-skills in Physical Activity and Health

Self-management

This meta-skill includes:

- focusing:

  - sorting and processing information into a narrative to understand the relationship between exercise, health behaviours and well-being.

- integrity:

  - taking part in discussions on the importance of integrity in their scope of practice as an exercise practitioner
  - building positive relationships and demonstrating a good code of conduct.
  - working with clients

- adapting:

  - developing new knowledge and skills in each unit
  - using different technologies and digital means of communicating or carrying out assessments.
  - self-reflecting on their performance in particular meta-skills to support improvements in their approach to the development of meta-skills across all units.
  - being adaptive when working with clients
  - adapting preset plans to encourage and motivate clients

- initiative

  - decision making and critical thinking to successfully motivate and work with clients
  - reading and interpreting theories
  - making informed choices and understanding that a one-size-fits-all approach is not best practice for keeping clients engaged

Social intelligence

This meta-skill includes:

- communicating:

  - developing a wide range of communication skills including active listening, verbal and non-verbal communication, and reading and interpreting body language.
  - actively listening to clients as part of the consultation
  - processing information to plan safe and effective exercise sessions

- collaborating:

  - working in groups as part of unit delivery or in an exercise setting
  - working in small group tasks to collaborate on certain elements to achieve a goal

- feeling:

  - showing empathy when working with clients who have diverse needs or limited function

- leading:

  - taking the lead
  - taking account of others
  - sharing information in a useful way

Innovation

This metal skill includes:

- curiosity:

  - gathering information independently
  - carrying out research on working with a broad range of clients

- creativity:

  - producing detailed session plans, posterboards and digital artefacts to enhance explanations and analysis points in an oral presentation
  - producing materials for research investigation tasks and communicating lifestyle messages to clients

- sense-making:

  - gaining an understanding of why people choose specific health behaviours and how this impacts health and well-being
  - evaluating the range of ideas discussed in class or as part of their research

- critical thinking:

  - applying a variety of training methods or use sources of information in a discussion to draw overall conclusions on how these have been implemented when working with a client
  - reflecting on success and failure.

In HND Physical Activity and Health, the common meta-skills outcome is in Exercise Practitioner 2 (project unit). This forms part of the PDA Personal Training. Learners can plan how they will use and develop their meta-skills as part of their portfolio for working with clients. You should emphasise the importance of effective planning as this will help learners to complete activities and assessments on time. Creating an assessment schedule across the whole course can support learners' planning skills. You can have a discussion on the best ways to make time for studying, read over class notes and presentations, and carry out research and internet searches, to help learners focus on the specific activities required for success. The meta-skills of focusing, adapting and initiative are key to planning activities or assessment. Higher education institutes have websites that give advice on how to create a useful study plan, with some also supplying templates.

Learners may approach the meta-skills outcome in a variety of ways, and we encourage this as self-reflection and development forms a key part of the qualification to allow learners to build their own path into employment and become confident, autonomous practitioners.

The role of the coach, mentor or facilitator is key to help learners understand, develop and reflect on their own meta-skills and those central to course activities, assessment projects and their target industry or sector. You and any employer partners or guest speakers could guide learners by taking on a coaching and mentoring role.

In this role, you should introduce learners to the fundamentals of reflective practice. You could use several models of reflective practice. You do not need to use a theoretical perspective. Any reference to these models should support learners' understanding of the nature and value of reflective practice in self-understanding and making change.

Introducing reflective practice can support your learners' personal development and goal setting. Frequent formative peer-to-peer, assessor, client (if appropriate) and group reflection activity can support learners through reflective practice.

Learners can focus on any meta-skills appropriate to them and their context. However, learning and teaching should also facilitate individual development. Learners have individual strengths and areas for development and they do not have to reach a particular level in relation to meta-skills. Coursework and projects provide the context for development appropriate to the SCQF level. Within these contexts, the process of development is important. You should create a clear learning plan with each learner to provide evidence of their development.

You can create descriptions of abilities and skills that relate to meta-skills with your learners. These can come from self-profiling, exploring the industry and sector, and discussion with peers and employers. You should consider the meta-skills needed to complete coursework and meet personal goals to set a context for reflection.

Exploring learning and working styles, personality traits and preferences, personal profiling and self-assessment tools can help learners to develop an understanding of their strengths and areas for development.

You can use case studies and scenario-based activities to demonstrate the value of meta-skills and how they can be applied. You can provide opportunities for peer reflection. A group of learners could share experiences and reflections about how to apply meta-skills in the context of their coursework. You could adopt the role of facilitator to draw learners' attention to situations where meta-skills were or could have been applied.

Reflective discussions can focus on how and where meta-skills are being developed. Your discussions with learners could include positive recognition and guidance on future development based on previous performance. As learners progress, you could introduce industry content that requires skills like problem recognition and problem solving, both of which combine multiple meta-skills.

You can deliver the knowledge and skills for practical aspects of projects in sequence. However, learners benefit from learning and teaching that integrates meta-skills with project planning and development. This approach supports learners to engage in reflective practice throughout the project and develops their self-awareness and an appreciation for continuous learning. It also maximises your opportunities to support, coach and mentor learners through their projects.

Mapping opportunities to develop meta-skills across the group award

Self-management

Unit code	Unit title	Meta-skills
J7CB 48	Exercise Practitioner 2	Focusing — outcomes 1, 2, 3, 4, 5 and 6 Integrity — outcomes 3, 4, 5, 6, 7 and 8 Adapting — outcomes 2, 3 and 4 Initiative — outcomes 1, 2, 3, 4, 5, 6 and 7
J7C6 48	Training Principles for Personal Trainers	Focusing — outcomes 1, 2 and 3 Integrity — outcomes 1, 2 and 4 Adapting — outcome 2 Initiative — outcomes 1, 2 and 4
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	Focusing — outcomes 6, 7 and 8 Integrity — outcomes 6, 7 and 8 Adapting — outcomes 6, 7 and 8 Initiative — outcomes 1, 2, 3, 4, 5, 6, 7, 8 and 9

Unit code	Unit title	Meta-skills
J8LX 48	Research Skills:Academic Report Writing	Focusing — outcomes 1 and 2 Integrity — outcome 1 Adapting — outcomes 1, 2 and 3 Initiative — outcomes 1 and 2

Social intelligence

Unit code	Unit title	Meta-skills
J7CB 48	Exercise Practitioner 2	Communication — outcomes 1, 2, 3, 4 and 5 Feeling — outcomes 1, 2, 3, 4, 5 and 8 Collaborating — outcomes 1, 2, 3, 4, 5 and 6 Leading — outcomes 1, 2, 3, 4, 5, 6 and 8
J7C6 48	Training Principles for Personal Trainers	Communication — outcomes 1, 2 and 4 Feeling — outcomes 1, 2 and 4 Collaborating — outcomes 1 and 2 Leading — outcomes 1, 2 and 4

Unit code	Unit title	Meta-skills
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	Communication — outcomes 6, 7 and 8 Feeling — outcomes 1, 2, 4, 5, 6, 7 and 8 Collaborating — outcomes 5, 6, 7, 8 and 9 Leading — outcomes 6, 7 and 8
J8LX 48	Research Skills:Academic Report Writing	Communication — outcomes 2 and 3 Feeling Collaborating Leading

Innovation

Unit code	Unit title	Meta-skills
J7CB 48	Exercise Practitioner 2	Curiosity — outcomes 1, 2, 3, 4, 5, 6, 7 and 8 Creativity — outcomes 2, 3, 5 and 6 Sense-making — outcomes 1, 2, 3, 4, 5 and 7 Critical thinking — outcomes 2, 3, 4, 5, 6 7 and 8

Unit code	Unit title	Meta-skills
J7C6 48	Training Principles for Personal Trainers	Curiosity — outcomes 1, 2, 3, 4 and 6 Creativity — outcome 3 Sense-making — outcomes 1, 2 and 3 Critical thinking — outcomes 1, 2 and 3
J7CC 48	Management of Long-Term Health Conditions for Exercise Practitioners	Curiosity — outcomes 6, 7 and 8 Creativity — outcomes 6, 7 and 8 Sense-making Critical thinking
J8LX 48	Research Skills:Academic Report Writing	Curiosity — outcomes 1 and 2 Creativity — outcomes 2 and 3 Sense-making — outcomes 1 and 2 Critical thinking — outcomes 1 and 2

Learning for Sustainability

Context

The United Nations (UN) 2030 Agenda for Sustainable Development, adopted by the UK in 2015, has shaped the development of Scottish, national and international sustainability policy. It sets out the [UN Sustainable Development Goals](#) (SDGs), which are central to the Scottish Government's [National Performance Framework](#). Learning for Sustainability (LfS) is a commitment to embedding the SDGs in Scottish education.

LfS embraces global citizenship, sustainable development, social justice, human rights, climate change, biodiversity loss, equality and inclusion. Learners develop their capacity to deal with the unpredictable social, economic and environmental challenges facing our rapidly changing world.

LfS combines:

- education for sustainable development (ESD)
- global citizenship
- outdoor learning

ESD is the internationally used term for sustainability education. Although LfS has a broader remit, the terms are largely interchangeable. Colleges and universities tend to use ESD, while schools usually use LfS. Both focus on a broad range of social, economic and environmental themes and approaches across all levels of education. SQA uses LfS as an umbrella term.

Learning for Sustainability in Next Generation Higher National Qualifications

Sustainability is a core component in this qualification.

Learners who complete this qualification should have:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the SDGs
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Sustainability is embedded as an outcome in the Exercise Practitioner 2 unit.

Learners who complete this outcome can:

- assess their own knowledge and understanding of sustainability and the SDGs
- review unit content against the SDGs to identify a sustainability-related issue
- apply knowledge and understanding of sustainability and the SDGs to propose improvements

You can find out more about physical activity and the SDGs in the World Health Organization's global action plan on physical activity 2018–2030.

You can cover any of the SDGs that are relevant to the subject area.

Find out more about SQA's approach on the NextGen: HN Learning for Sustainability web page. There is an LfS reflective template available in the resources section. You may find it helpful as a starting point for considering how the SDGs are, or could be, embedded in a qualification, unit or assessment.

Resources to support Learning for Sustainability teaching

- [Education Scotland information and resources](#).
- The General Teaching Council Scotland (GTCS) has launched a [Learning for Sustainability Hub](#), designed to help teachers and lecturers to explore Learning for Sustainability and how it relates to the Professional Standards for Scotland's Teachers and Lecturers.
- GTCS Hub materials include a series of self-directed [Professional Learning modules](#) to explore Learning for Sustainability. The first module introduces Learning for Sustainability and will help you to understand the nature of and context for Learning for Sustainability in Scotland and globally.
- [Learning for Sustainability Scotland](#). Scotland's United Nations University recognised Centre of Expertise on Education for Sustainable Development.
- [Scottish Government Learning for Sustainability Action Plan](#).
- [United Nations Sustainable Development Goals](#).
- Global Action Plan On Physical Activity 2018–2030 — [More Active People for a Healthier World](#)

Grading

Please see the Grading Pack for this qualification for more information on making grade judgements.

Grading in NextGen: HN Qualifications produces a valid and reliable record of a learner's level of achievement across the breadth of the qualification content.

As well as grading the whole qualification, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole-qualification grading.

Whole-qualification grade outcomes

Learners who pass NextGen: HN Qualifications receive one of the following grade outcomes for the qualification as a whole:

- Achieved with Distinction
- Achieved with Merit
- Achieved

To determine a learner's whole-qualification grade, you use the grading matrix provided in the Grading Pack to assess and judge their performance across the key aspects of the HND. You must align your judgements with the following whole-qualification grade descriptors.

Whole-qualification grade descriptors

Achieved with Distinction

The learner has achieved an excellent standard across the course content, going significantly beyond meeting the qualification requirements. They showed a comprehensive knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete high-quality work. They engaged significantly with the process of developing their meta-skills in the context of their HN Qualification.

Achieved with Merit

The learner has achieved a very good standard across the course content, going beyond meeting the qualification requirements. They showed a very good knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete work of a standard above that expected for an Achieved grade. They actively engaged with the process of developing their meta-skills in the context of their HN Qualification.

Achieved

The learner has achieved a good standard across the course content, credibly meeting the qualification requirements. They showed a good knowledge and understanding of course concepts and principles, and used them to apply skills to complete work of the required standard. They engaged with the process of developing their meta-skills in the context of their HN Qualification.

Approaches to delivery and assessment

There are opportunities for cross-assessment and holistic assessment across the mandatory units of this qualification. Any practical activity used to generate evidence should reflect the knowledge and skills identified in the evidence requirements for each outcome.

The following information can help you to shape learning and teaching activities.

Sequencing or integrating units

You have the option to integrate unit delivery of PDA Personal Training (SCQF level 8) and PDA Management of Long-Term Health Conditions for Exercise Practitioners (SCQF level 8). Both these include screening and planning aspects for working with a diverse range of clients and provide the planning for practical delivery in a range of different environments. There are also opportunities to integrate Research Skills: Academic Report Writing with a client from either of the mandatory PDA units or restricted optional PDA units. You can cross-assess the optional Applied Nutrition unit with the PDA Personal Training.

Possible delivery methods include:

- classroom activities
- field trips
- visits and group work
- guest speakers

You should use learning and teaching approaches that are varied and appropriate to the aims of the unit.

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

Additional guidance on integrated or holistic assessment

Holistic or integrated assessment focuses on assessing a number of outcomes in a unit together, or in some cases, assessing the unit as a whole, rather than by outcome. When assessing a unit of competence holistically, the assessment activities integrate a number of aspects of the competence. Holistic or integrated assessment can reduce the time spent on assessment and can promote greater equity in the assessment process.

When developing or revising a NextGen: HN Qualification, SQA works with a development team to devise an appropriate assessment strategy that accommodates holistic or integrated assessment. However, the practice of integrating units for the purposes of learning and teaching is a centre-led activity.

Units are designed to facilitate holistic or integrated assessment approaches that prevent large, unwieldy assessments.

Sometimes more than one piece of evidence is needed for a unit. The outcomes across the qualification complement each other, as learners work with a client or a range of clients to develop and deliver training intervention.

Evidence requirements must do what they say: specify requirements for evidence of learner competence in the unit. The evidence must be of sufficient quality for an assessor or verifier to judge that the learner has achieved the unit.

Remediation and re-assessment in Next Generation Higher National Qualifications

Remediation

Remediation allows an assessor to clarify learners' responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, the assessor must formally note such instances, in writing or as a recording, and make them available to the internal and external verifier.

The size and structure of the larger NextGen: HN units should mean that the assessor or lecturer is close enough to ongoing assessment activity in project-based units to identify the requirement for remediation as it occurs.

Re-assessment

If learners do not meet the minimum evidence requirements in their first submission, and on occasions where minor or oral remediation are not appropriate, assessors and lecturers can ask learners to submit a second submission to re-assess their competence in meeting the evidence requirements for the outcome.

As part of the NextGen: HN Physical Activity and Health qualification, we have introduced greater opportunities for holistic and cross-assessment in the larger units of the framework, and therefore expect instances of re-assessment to be minimal. If learners require re-assessment in the project-based unit, you must give them a re-assessment opportunity, but we recommend they do this with an alternative client.

Resource requirements

Centres delivering this qualification must have suitably qualified staff for each of the subject components. Your centre should already have established processes to ensure staff are appropriately qualified to deliver in this subject area. They can demonstrate this with an SCQF level 8 or above in an exercise or fitness-based subject qualification, or a relevant industry-recognised qualification.

Learners should have access to a range of gym equipment, including a selection for each of the following:

- cardiovascular equipment
- fixed resistance machines including a cable pulley
- free weight equipment, including barbells, dumbbells, Olympic bars, weight plates, adjustable benches, squat or power rack, and appropriate flooring
- functional exercise equipment including medicine balls, kettlebells, Swiss balls, mats, powerbags and plyo boxes

Please note, this is not an exhaustive list.

Learners should have access to a suitable facility or environment to deliver the physical activity sessions, such as a fitness studio, gym, hall or outdoor space.

Learners should also have access to:

- comprehensive library resources, including digital resources, to allow them to research topics and theories across the physical activity and health subject area
- UK, national and local framework, strategy, and policy documents
- specialist and subject-specific resources from stakeholders and service providers for inactive individuals and those living with or at risk of developing long-term health conditions
- original research articles and textbooks that support learning and teaching

You should ensure that any research articles you reference during teaching are accessible to learners.

As 'digital first' is an aim of NextGen: HN developments, learners should have access to digital equipment and software applications to support the development of an e-portfolio and other digital artefacts and communication tools including those required by neurodiverse client groups.

We recommend, where possible, that learners are supported and mentored by a suitably qualified staff member from the placement provider or organisation with relevant experience for the specific long-term condition the learner is working with. Centres should ensure health and safety and correct insurance is in place for learners.

Information for centres

Equality and inclusion

The units in this HND are designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Internal and external verification

You must make sure all instruments of assessment you use in this qualification are internally verified according to your centre's policies and SQA's guidelines.

SQA carries out external verification to ensure that internal assessment meets the national guidelines for this qualification.

More information on internal and external verification is available in SQA's [Guide to Assessment](#) and in [Next Generation: Higher National Quality Assurance — Guidance for Centres](#).

Glossary

SQA credits: 1 SQA credit equals 8 SCQF credit points.

SQA credit value indicates the contribution the unit makes to an SQA qualification. An SQA credit value of 1 represents approximately 40 hours of learning, teaching and assessment.

SCQF: the Scottish Credit and Qualifications Framework (SCQF) is Scotland's national framework for describing qualifications. We use SCQF terminology in this guide to refer to credits and levels. [For more information on the SCQF, visit the SCQF website](#).

SCQF credit points indicate the amount of learning required to complete a qualification. NextGen HNCs and HNDs are worth 120 SCQF credit points.

SCQF levels indicate how hard the qualification is to achieve. The SCQF covers 12 levels of learning. NextGen HNCs are at SCQF level 7 and NextGen HNDs are at SCQF level 8.

Information for learners

HND Physical Activity and Health

This information explains:

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

Qualification information

HND Physical Activity and Health is a new qualification to support the changing landscape of the physical activity and health sector. It is in line with government and public health guidance and initiatives as we see an increasing number of people becoming more active and understanding the importance of looking after their health and well-being. There are several Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) professional standards embedded in the HND. These allow you to gain employment in a variety of roles and get a better understanding of how you can support clients to navigate the range of partners and organisations that support people to become more active and lead a healthy lifestyle.

The unit Training Principles for Personal Trainers enables you to further develop an appreciation of the science behind the craft of coaching. You build the technical competencies you need to plan and prepare both individual and group-based exercise and physical activity sessions.

You develop knowledge and applied skills of physical and health-related assessments with a client and develop training interventions with formulated rationales. On completion of the unit, you can conduct a comprehensive consultation process with a client, while further providing an analysis of the collected personal information around

medical, lifestyle, exercise history and nutritional factors. Furthermore, you are able to select health and performance-based fitness tests that are appropriate to your client's capabilities and link to their goals and selected components of fitness, which assists the development of the training intervention process.

The unit Exercise Practitioner 2 prepares you for employment as a personal trainer. You develop skills to design, deliver and evaluate exercise sessions for a broad range of clients, and become more competent in analysing and integrating new training methods. On completion of this unit, you can recognise the key components of a healthy lifestyle and factors that affect clients' health and well-being. You learn about evidence-based behaviour change theories and how you can apply them to help motivate clients. You deliver and evaluate a personal training programme with a client or clients. They will come from one of the following categories: sedentary, recovering from injury, over-trained, high-level performer, sport-specific performer or clients with low-risk health conditions.

The unit Management of Long-Term Health Conditions for Exercise Practitioners provides you with knowledge, skills and understanding of a range of long-term health conditions. This unit provides you with a more in-depth look at the current physical activity and health landscape and the importance of maintaining regular physical activity to support clients living with or at risk of developing a range of long-term health issues. This unit prepares you for employment in the physical activity and health sector working with people living with long-term health conditions (comorbidities and multi-morbidities) or those at higher risk of developing a long-term condition. It examines the importance of maintaining continuing professional development (CPD) and opens up potential for further study; for example, cancer rehabilitation or coronary heart disease rehabilitation. Throughout the unit you examine the physical and psychological causes for common long-term conditions and develop an understanding of common terminology used to explain and describe a range of long-term health conditions. You also analyse behaviours that influence health and how inactivity contributes towards developing or living with long-term health conditions. You look at current research and

evidence-based practice used to support people with long-term health conditions, along with local physical activity services or providers.

The unit Research Skills: Academic Report Writing provides an opportunity to build on the knowledge and understanding you have developed in your physical activity and health studies. You have the opportunity to explore a topic area of your choice, conduct primary and secondary research in your chosen subject area, and present this through an academic report. This unit allows you to develop transferable skills appropriate for future academic and workplace progression.

You are assessed in a number of ways, including closed-book assessments, open-book assignments, portfolio or project work, posters or presentations, practical observations (summative and formative), and completing a work placement.

Meta-skills

You will develop meta-skills in a vocational context. You carry out a self-assessment of your own meta-skills baseline, create a plan for meta-skills development, carry out activities to develop and demonstrate your meta-skills, and use reflective practice to monitor and assess the meta-skills you have improved or developed.

Meta-skills are delivered through experience and include problem solving, critical thinking, communication, creativity and leadership.

Administrative information

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History of changes

Version	Description of change	Date

Please check SQA's website to ensure you are using the most up-to-date version of this unit.

If a unit is revised:

- no new centres can be approved to offer the previous version of the unit
- centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For more information on NextGen: HN Qualifications please visit the NextGen: HN web page.

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