

Next Generation Professional Development Award Educator Guide

PDA Physical Activity for Antenatal and Postnatal Clients at SCQF level 8

Qualification code: GV25 48

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

This guide provides information about the Professional Development Award (PDA) 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 PDA.

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Purpose of the qualification

The title of this PDA reflects the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) Professional for Standard Population Specialism — Working with Antenatal and Postnatal Clients. This PDA also sits in the Next Generation (NextGen) Higher National Diploma (HND) Physical Activity and Health restricted optional section.

The National Institute for Health Care Excellence (NICE) recommends that antenatal and postnatal clients are provided with tailored behaviour change support for a year, with a regularity and format of support that is based on the needs of the individual. This must be integrated into any physical activity programme to prevent and manage an active, healthy lifestyle. This means we need physical activity and sport service provision to adapt to a changing landscape. We need exercise practitioners to develop new or improved skills, to meet these changing expectations and the increasingly complicated health needs of the population.

This PDA helps learners build on previous knowledge and supports entry into industry across Scotland and on a global scale. It reflects the required current principles, practices, knowledge and skills required to support antenatal and postnatal clients. Learners learn how to:

- safely and effectively adapt exercises
- follow current nutritional advice
- identify the physiological and biomechanical adaptations that happen during and after pregnancy
- understand the effect that this has on the design of an exercise session
- recognise the importance of reviewing personal performance and maintaining continuing professional development (CPD)

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

Structure

PDA's are made up of at least one double credit unit or two units. These can only be NextGen: HN units.

All PDA's and their component units are credit rated against SCQF. They may be set at SCQF levels 6 to 12.

At SCQF level 6, PDA's are made up of units with a minimum credit value of 12 SCQF credit points.

At SCQF levels 7 to 12, PDA's have a minimum credit value of 16 SCQF credit points. At least half the SCQF credit points must be at the level of the qualification.

Framework

The PDA is made up of one mandatory unit:

Mandatory unit

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

The PDA embeds the CIMSPA Professional Standard: Working with Antenatal and Postnatal Clients.

Aims of the qualification

The PDA Physical Activity for Antenatal and Postnatal Clients develops the knowledge and skills to support clients, either one-on-one or in group sessions, to take part in safe, effective physical activity sessions. Learners plan and teach safe and effective antenatal and postnatal physical activity sessions in a range of environments including gyms, fitness studios and outdoor spaces. They examine the physiological and biomechanical adaptations for both antenatal and postnatal clients and explore the associated contraindications for physical activity. Learners develop the skills to support antenatal and postnatal clients to manage their bodies through pregnancy and to recover afterwards. Learners also critically analyse the importance of appropriate nutrition for pre, during and post pregnancy. The PDA also allows learners to recognise the importance of self-reflection as part of reviewing their own practice and highlight the importance of carrying out and maintaining their continual professional development throughout their careers.

Due to the recognised benefits of physical activity, which are being integrated into public health policy, greater demand is being placed upon industry to have an appropriately knowledgeable, skilled and adaptable workforce. This PDA builds on existing pathways into the physical activity and health industry by extending the qualification's reach into public health through the Scottish Government's Physical Activity Delivery Plan, A More Active Scotland Delivery Plan and 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 upon meta-skills to adapt to the needs of their employers, industry (or industries), and clients.

General aims

1. Develop critical and evaluative thinking and ability to manage and absorb large amounts of information.
2. Develop problem solving.
3. Develop self-directed and self-reflective learners.
4. Develop transferable skills such as study and research skills, presentation techniques, personal effectiveness.
5. Enable progression in the SCQF including progression to higher education.
6. Provide opportunities for career planning and enhance learners' employment prospects.
7. Develop an individual's meta-skills profile.

Specific aims

1. Develop a sound understanding of the role physical activity plays in contemporary society and the positive impacts on health and wellbeing.
2. Increase awareness of legislative changes and government initiatives in physical activity and public health.
3. Develop knowledge of the anatomical, physiological, and biomechanical changes that can affect the ability of antenatal and postnatal clients to safely engage in physical activity.
4. Develop the knowledge and skills to efficiently analyse an antenatal and postnatal client's needs, and adapt and modify physical activity sessions within their scope of practice.
5. Develop an understanding of how to plan safe and effective physical activity sessions for clients during pregnancy and after childbirth.
6. Use credible, up-to-date national resources and guidance to inform scope of practice.

7. Develop and maintain working practices through evidence-based research and practice to the current accepted professional standards for working with antenatal and postnatal clients.

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. Learners must hold a relevant gym instructor or group exercise instructor qualification or equivalent to successfully carry out this PDA. Learners must have one or more of the following qualifications and/or experience before undertaking the PDA:

- HNC Physical Activity and Health
- HNC Fitness, Health and Exercise
- a recognised gym instructor qualification
- a recognised group exercise instructor qualification

Centres must ensure learners carrying out the qualification are at least 16 years old prior to the course start date due to Student Public Liability Insurance requirements. Centres should note that learners aged between 16 and 18 may still need to be supervised in the workplace once they have achieved the qualification.

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 PDA.

You can find more information and guidance about the [recognition of prior learning on SQA's website](#).

Articulation and progression

The PDA Physical Activity for Antenatal and Postnatal Clients is a gateway qualification to lifelong learning and a long-standing career in the industry.

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

- personal trainer practitioner
- strength and balance instructor and/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
- United Kingdom Strength and Conditioning Association (UKSCA) accredited strength and conditioning coach
- mental health instructor and/or dementia specialist instructor

Learners who have completed the PDA Physical Activity for Antenatal and Postnatal Clients would benefit from having a formally recognised First Aid at Work qualification.

Professional recognition

The following Professional Standard on the Chartered Institute for Physical Activity and Health's (CIMSPA) standards framework:

- CIMSPA Professional Standards in Mandatory Unit — Working with Antenatal and Postnatal Clients.

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 appropriate knowledge and skills.

Transitional arrangements

The PDA Physical Activity for Antenatal and Postnatal Clients is a stand-alone qualification.

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 CIMSPA standards.
- Table 3 shows the assessment strategy for the qualification.

Table 1: mapping qualification aims to units

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

General aims

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J7CP 48	Physical Activity for Antenatal and Postnatal Clients	X	X	X	X	X	X	X

Specific aims

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J7CP 48	Physical Activity for Antenatal and Postnatal Clients	X	X	X	X	X	X	X

Table 2: Mapping CIMPSA standards to the unit

Chartered Institute for the Management for Sport and Physical Activity (CIMSPA)

Population Specialism Professional Standards — Working with Antenatal and Postnatal Clients from the Chartered Institute for the Management for Sport and Physical Activity (CIMSPA).

1. Health and wellbeing for antenatal and postnatal clients

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K1.1	Antenatal and postnatal	Outcome 1	Portfolio
K1.2	Health and wellbeing	Outcome 2	Portfolio
K1.3	Advice and guidance	Outcome 3	Portfolio
K1.4	Anatomical, physiological and biomechanical changes	Outcome 1	Portfolio

2. Benefits, barriers and enablers

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K2.1	Benefits	Outcome 1	Portfolio
K2.2	Barriers and myths	Outcome 1	Portfolio
K2.3	Common problems	Outcome 1	Portfolio
K2.4	Motivation and enabling factors	Outcome 3	Portfolio
K2.5	Contraindications and warning signs	Outcome 1	Portfolio

3. Plan, prepare, continuously evaluate and review sessions

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K3.1	Pre-activity screening	Outcome 2	Portfolio
K3.2	Activities	Outcome 4	Portfolio
K3.3	Goal setting	Outcome 3	Portfolio
K3.4	Recommended guidelines	Outcome 2, Outcome 4	Portfolio
K3.5	Assessing risks	Outcome 4	Portfolio
K3.6	Considerations for planning	Outcome 4	Portfolio
K3.7	Implications of planning	Outcome 4	Portfolio
K3.8	Planning and preparation	Outcome 4	Portfolio
K3.9	Feedback/reflective practice	Outcome 5	Portfolio
S3.1	Session and activities	Outcome 4	Portfolio
S3.2	Plan and evaluate	Outcome 4, Outcome 5	Portfolio

4. Professional responsibilities

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K4.1	Best practice	Outcome 3, Outcome 4	Portfolio
K4.2	Exchange of information	Outcome 3	Portfolio
K4.3	First aid	Outcome 5	Portfolio
K4.4	CPD	Outcome 5	Portfolio
K4.5	Insurance	Outcome 5	Portfolio

Table 3: assessment strategy for Physical Activity for Antenatal and Postnatal Clients

Outcome	Main assessment method
1. Examine the physiological and biomechanical adaptations for antenatal and postnatal clients, and the associated contraindications for physical activity	<p>You can assess outcome 1 using open-book conditions through a range of assessment methods. Learners can design an infographic (or other type of media) that analyses the physiological and biomechanical adaptations for antenatal and postnatal clients. Learners can use the same infographic or other type of media for outcomes 1 and 2. Learners should professionally present the infographic, and it should not have any errors in grammar or spelling. You can assess the associated contraindications for participation in physical activity using an extended-response assessment.</p>
2. Critically analyse the importance of antenatal and postnatal nutrition	<p>You can assess outcome 2 using open-book conditions through a range of assessment methods. Learners can design an infographic or other type of medium that analyses the importance of antenatal and postnatal nutrition. Learners can use the same infographic or other type of media for outcomes 1 and 2. Learners should professionally present the infographic and it should not have any errors in grammar or spelling.</p>

Outcome	Main assessment method
3. Outline the key considerations for working with antenatal and postnatal clients participating in physical activity	<p>We strongly advise that your centre creates a case study that has the relevant information, so learners can successfully analyse an antenatal and postnatal client to complete outcomes 3 and 4. Your centre should include a pregnancy health questionnaire which is completed by a client with no health complications. Learners analyse the client's health, pregnancy, goals (antenatal and postnatal), and encourage the client to attend physical activity sessions. Learners should include a brief rationale to justify why the client is safe to exercise, based on the information gathered and outlined in the case study, including a statement referring to when the client would be able to participate in physical activity in the postnatal phase. You can assess outcome 3 with the evidence criteria for outcome 4, using open-book conditions.</p>
4. Design individualised exercise-based sessions for one antenatal and one postnatal client	<p>We strongly advise that learners use the case study that your centre has developed to complete outcomes 3 and 4. Learners design 12 exercise session plans, three for each trimester of pregnancy and three for the postnatal period. Learners should refer to the information they analysed from outcome 3 to help with their design and planning of the exercise sessions. They must also follow exercise guidance for antenatal and postnatal clients. Learners design exercise sessions that last a minimum of 45 minutes for each of the three trimesters and postnatal period. Learners explain the main differences between each of the 12 sessions and explain the rationale behind the adaptations for each trimester. Learners should complete a suitable risk assessment for each stage of pregnancy, including postnatal. You can assess outcome 4 with the evidence criteria for outcome 3, using open-book conditions.</p>
5. Recognise the importance of reviewing personal performance and maintaining CPD	<p>You should assess this outcome using an extended-response assessment, under open-book conditions. You can also collect evidence in an alternative way.</p>

The information above is provided for general guidance. Please see unit specifications for all evidence requirements.

Learners can generate evidence through stand-alone assignments or a portfolio.

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. Where a unit includes the meta-skills outcome, you do not assess learners on their competence of 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 Health and Activity

There are opportunities to develop the following meta-skills:

Self-management	Social intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense-making
Initiative	Leading	Critical thinking

Self-management

This meta-skill includes:

- focusing:
 - sorting information for client antenatal and postnatal programmes
 - focusing on the client's needs
 - adapting sessions based on feedback
 - educating clients on components of a healthy lifestyle
 - observing and correcting the client's technique during sessions
- integrity:
 - understanding ethical approaches and acting on values and principles
 - work ethic
 - timekeeping
 - reliability
 - discipline
 - trustworthiness when working with clients in outcomes
 - assessing own meta-skills development

- adapting:
 - adapting teaching styles
 - decision-making
 - being responsible
 - responding to changes when working with clients
 - reviewing programmes based on evaluations and client feedback
- initiative:
 - decision-making
 - independent thinking
 - self-belief
 - motivation
 - responsibility when risk assessing and when working with clients in outcomes
 - evaluating sessions
 - assessing own meta-skills development

This meta-skill includes developing learners' ability to focus and improving their initiative. Learners organise information for both antenatal and postnatal clients and use this to meet their clients' needs. They develop adaptability when reflecting on feedback and educate clients to lead an active, healthy lifestyle. Learners develop integrity by comprehending ethical approaches and develop a keen awareness of acting in accordance with their values and principles. This informs learners' practice as they move into employment and/or further study.

Social intelligence

This meta-skill includes:

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

This meta-skill includes developing communication skills through the ability to receive, understand and process verbal or written communication. Application of unit knowledge and understanding in client work develops the meta-skill of collaboration. Learners build relationships when supporting and educating clients. They identify and initiate

connections, developing mutual benefit. Learners develop their leadership skills as they work towards building their clients goals and objectives.

Innovation

This meta-skill includes:

- curiosity:
 - noticing significant information
 - asking questions
 - information sourcing
 - problem recognition
 - evaluating sessions
 - assessing own meta-skills development
- creativity:
 - creating enjoyable programmes and sessions for clients
 - using different screening tools with clients
 - responding to different situations and adapting
 - motivating clients in different ways
 - coming up with solutions to problems when working with clients
- sense-making:
 - analysing client information
 - analysing client's programme data
 - making sense of constant changes when working with clients in outcomes
 - evaluating sessions
 - assessing own meta-skills development

- critical thinking:
 - problem solving
 - evaluating sessions
 - researching information
 - responding to problems and changing environments
 - assessing risks

This meta-skill encourages learners' curiosity, critical thinking and creativity by asking questions, researching, generating ideas, visualising, problem solving, and engaging with and understanding industry practice. They develop sense-making through the process of organising, manipulating, pruning and filtering gathered data into cohesive structures for information-building.

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.

LfS is designed to nurture a generation of learners who know the value of the natural world and are committed to the principles of social justice, human rights, global citizenship, democratic participation and living within the ecological limits of the planet. It aims to respond to global challenges by developing learners' skills, knowledge, understanding and values relating to sustainability so they can interact with the world in a socially responsible way.

LfS is more than the sum of its parts; it is about building learners' capacity to deal with the unpredictable challenges facing our rapidly changing world. It encourages transformational change through learning, by which learners are able to critically analyse, communicate and collaborate on complex social, environmental and economic challenges. This gives learners increased confidence, opportunities to develop a range of meta-skills, and enhanced motivation and readiness to learn.

Learning for Sustainability in PDA Qualifications

Next Generation HN qualifications have been developed with sustainability as a core component.

This PDA sits within the Next Generation HND Physical Activity and Health and should have opportunities to develop:

- a general understanding of sustainability and the SDGs
- an understanding of subject-specific sustainability issues, how these relate to the SDGs, and potential improvements
- the confidence to apply their knowledge and skills in the next stage of their lives

Central to these aims is a need for familiarity with both the SDGs and the concept of sustainability (which is the need to ensure a balance between economic growth, environmental stewardship and social well-being). Knowledge and understanding of current industry practices and behaviours, and consideration of how these could be made more sustainable and contribute towards the SDGs, are integral in developing young people to be responsible and empowered citizens who are able to contribute to building a socially just, sustainable and equitable society.

Learners should develop skills, including the abilities to:

- 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

Any of the SDGs can be covered; there are none that are mandatory.

Grading

NextGen PDAs are ungraded.

When delivered as part of the NextGen: HN pilot, PDAs can go towards the grading of the overall qualification.

Approaches to delivery and assessment

There are opportunities for cross-assessment and/or holistic assessment across each of the outcomes. All evidence must clearly reflect the knowledge and skills identified in the evidence requirements for each outcome. To benefit learners, we recommend that they experience a variety of assessment methods to generate evidence for their portfolio or e-portfolio.

Possible delivery methods include:

- classroom activities
- field trips
- visits and group work
- guest speakers
- shadowing or observing qualified staff delivering physical activity sessions to antenatal and postnatal clients

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

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. For example, if a unit is about building a wall, a learner would need to produce evidence of performance (following the correct procedures and processes when building the wall) and product (a completed wall).

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 PDAs

Remediation

Remediation allows an assessor to clarify learners' responses, either by a written amendment or by oral questioning. If there is a minor shortfall or omission in evidence requirements, assessors 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 PDA should mean that the assessor or lecturer is close enough to ongoing assessment activity in learner portfolio to identify the requirement for remediation as it occurs.

Re-assessment

Learners who 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 PDA Physical Activity for Antenatal and Postnatal Clients qualification, we have introduced greater opportunities for holistic and cross assessment in outcomes of the learner portfolio, and therefore expect instances of re-assessment should be minimal. If re-assessment is required within the learner portfolio, learners must be given a re-assessment opportunity, but we recommend this should be undertaken with an alternative client.

Resource requirements

Centres delivering the PDA Physical Activity for Antenatal and Postnatal Clients require staff to have relevant, recognised industry qualifications. We also recommend delivering staff have current and/or previous industry experience of delivering and/or assisting in

physical activity sessions for antenatal and postnatal clients. Centres should already have established processes to ensure staff are appropriately qualified to deliver in this subject area. For new centres, delivering staff must have an exercise or fitness-based subject qualification at SCQF level 8 or above, or a relevant industry recognised qualification.

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

Learners should have access to a range of gym equipment, including:

- access to a range of cardiovascular machines
- a range of fixed and/or free weights and cable machines
- a suitable space to deliver exercise sessions such as a gym, fitness studio, hall or outdoor space
- small functional equipment, such as mats and medicine balls

Although the unit does not require learners to be observed or demonstrate exercises, we recommend that they are taught in a practical environment.

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 antenatal and postnatal clients
- original research articles and textbooks to support learning and teaching across each of the outcomes within the PDA. You should ensure that research articles referenced through teaching are accessible to learners

- 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 should be supported and mentored by a suitably qualified staff member from the placement provider or organisation with relevant experience of working with antenatal and postnatal clients. Centres should have appropriate checks in place to ensure health and safety and correct insurance is in place for learners.

Information for centres

Equality and inclusion

The units in this PDA 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

PDA Physical Activity for Antenatal and Postnatal Clients

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

The PDA Physical Activity for Antenatal and Postnatal Clients enables you to develop an understanding of the principles and practices of working with antenatal and postnatal clients in a physical activity and/or exercise setting. The PDA provides you with the current knowledge, skills and confidence you need to support antenatal and postnatal clients with safe and effective exercise, adaptations and recommended nutritional advice. You can identify the biomechanical and physiological adaptations that take place during pregnancy and recovery from pregnancy, and the effect these have on the design of an exercise session.

During the PDA, you design an information leaflet that informs the client of the stages of pregnancy, how exercise benefits the client, and includes the nutritional requirements of each trimester of the pregnancy and postnatal period. You also create 12 sessions to support each stage of the pregnancy, including a postnatal exercise session that demonstrates your knowledge of the biomechanical and physiological changes, and how exercise sessions and exercises should be adapted. You complete a risk assessment that covers each stage of pregnancy and post pregnancy, that considers the type of exercise, equipment, environment, and biomechanical and physiological changes. You also recognise the importance of continuing professional development

(CPD) when working with antenatal and postnatal clients, and recognise ways in which you can gather feedback from clients and use this information to develop and reflect on your professional practice.

You are assessed through a number of formative assessment approaches, such as open-book assessment and portfolio work.

Meta-skills

Throughout the PDA you evaluate and develop a range of meta-skills. Meta-skills include self-management, social intelligence and innovation.

Self-management

This meta-skill includes developing the ability to focus and improve your initiative. You organise information for both antenatal and postnatal clients and use this to meet their needs. You develop adaptability when you reflect on feedback and educate clients to lead an active, healthy lifestyle. You develop integrity by comprehending ethical approaches and develop a keen awareness of acting in accordance with your values and principles. This informs your practice as you move into employment and/or further study.

Social intelligence

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

Innovation

This encourages curiosity, critical thinking and creativity by asking questions, researching, generating ideas, visualising, problem solving, and engaging with and understanding industry practice. You develop sense-making through the process of organising, manipulating, pruning and filtering gathered data into cohesive structures for information-building.

Self-management	Social intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense-making
Initiative	Leading	Critical thinking

On successful completion of the PDA Physical Activity for Antenatal and Postnatal Clients, you can gain professional recognition with the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) for the Professional Standard: Population Specialism — Working with Antenatal and Postnatal Clients.

Once you achieve this PDA, you can progress into further education or into industry, and continue to develop your knowledge and skills in a range of specialisms, including:

- personal trainer practitioner
- strength and balance instructor and/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
- United Kingdom Strength and Conditioning Association (UKSCA) Accredited strength and conditioning coach
- mental health instructor and/or dementia specialist instructor

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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