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Next Generation Professional Development Award Educator Guide

PDA Strength and Conditioning Trainer at SCQF level 8

Qualification code: GV27 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.

Published: August 2025 (version 1.0)

Contents

Purpose of the qualification

The title of the Professional Development Award (PDA) reflects the Chartered Institute of Management of Sport and Physical Activity (CIMSPA) Professional Standard for Strength and Conditioning Trainer. This PDA also sits in the Next Generation (NextGen) Higher National Diploma (HND) Physical Activity and Health optional section.

The PDA reflects the knowledge and skills required by a strength and conditioning trainer to plan, deliver and review participants' physical and physiological preparation and aligns training to specific performance outcomes. Strength and conditioning trainers understand physical characteristics and what it takes to be resilient to the demands of the intensity and volume of a training programme. They combine theory and application of training throughout their client's journey to improve their overall performance.

The PDA introduces learners to the field of strength and conditioning and the role of working with clients from a sports or fitness background, or those with certain health conditions. Learners focus on working safely in a gym and/or exercise environment to deliver a strength and conditioning session. They move on to complete a consultation with an individual, to collect information that helps them develop a 12-week strength and conditioning programme. The consultation includes a needs analysis, where learners plan a battery of physical tests to establish baseline measurements of a client. The 12-week plan should focus on developing the technical ability of the client, and learners then deliver a minimum of 8 weeks of the programme to ensure physiological adaptations are apparent. Learners can reflect on the success of the programme towards the end of the unit and then complete a critical evaluation of the programme design, drawing on their own reflective evaluation of the sessions, feedback from their assessor and feedback from their client.

It is a largely practical qualification, where learners initially learn foundational movements that contribute to everyday tasks and sports movements and how to include these in functionally specific exercises. Learners reinforce their knowledge of the

components of fitness, physiological adaptations to training methods, and misconceptions surrounding strength and conditioning training.

Before beginning the PDA, we recommend learners should have some experience in an exercise environment and possess good communication skills.

This qualification enables learners to build on previous knowledge and support entry into industry across Scotland and on a global scale. The strength and conditioning trainer role sits primarily in the sport and physical activity sector, however it has the potential to be adopted across various professions, as it recognises a general skillset covering movement for sports performance and encourages the physical development and wellbeing of youth and general adult populations. It offers a wide range of employment opportunities to work with older children, adolescents, older adults, the general healthy population and athletes to improve their lifestyle and make health and fitness improvements to address individual needs.

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

Structure

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

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

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

At SCQF levels 7 to 12, PDAs 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 the following mandatory units:

Mandatory units

Unit code	Unit title	SQA credits	SCQF credit points	SCQF level
J6ED 47	Strength and Conditioning 1	1	8	7
J7CN 48	Strength and Conditioning Trainer	2	16	8

Aims of the qualification

The role of a strength and conditioning trainer is to coach, engage, facilitate, educate and support participants in multiple training environments, including weight training facilities, sports halls, health and fitness gym facilities and outdoor spaces. Strength and conditioning trainers use their technical knowledge to conduct assessments, consultations and health and movement screenings, providing sound demonstrations of foundation movements. They plan safe and effective strength and conditioning programmes, providing ongoing supervision, monitoring and programme reviews, to ensure programmes remain scientifically underpinned, varied and progressive to participants' needs and goals.

Physical activity is an essential feature of our physical and mental wellbeing, while providing social and societal benefits. These benefits are becoming increasingly recognised by, and integrated in, public health policy. Consequently, greater demand is being placed on industry to have an appropriately knowledgeable, skilled and adaptable workforce.

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 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, personal effectiveness.
6. Enable progression in the SCQF, including progression to higher education.

7. Provide opportunities for career planning and enhance learners' employment prospects.
8. Develop an individual's meta-skills profile.

Specific aims

1. Develop technical knowledge to conduct assessments, consultations and health and movement screenings, providing sound demonstrations of foundation movements.
2. Develop skills to play a key role in participant experience and motivating participants to adhere to exercise to support long-term health and performance behaviour change.
3. Develop knowledge to understand when individuals should be referred to other exercise or health professionals and ensure the welfare of participants, providing a safe and inclusive training environment.
4. Develop knowledge to plan safe and effective strength and conditioning programmes, providing ongoing supervision, monitoring and programme reviews, to ensure programmes remain scientifically underpinned, varied and progressive to participants' needs and goals.
5. Develop skills to provide a positive participant experience by applying acknowledged coaching principles and routinely manage their environment to engage and build rapport with participants, supporting safe and effective exercise technique.
6. Develop skills to work both independently and as part of a wider support team, which varies with the professional setting.
7. Develop knowledge to provide high levels of participant care and assist with any participant feedback, taking responsibility for the participant experience.

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 an industry relevant gym instructor qualification or equivalent to successfully carry out this PDA Qualification. Learners must have one or more of the following qualifications and/or experience before carrying out the PDA:

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

Centres must ensure learners are at least 16 years old prior to the course start date due to Student Public Liability Insurance requirements. Centres should note that 16 to 18-year-olds may 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](#).

Learners who have completed the HNC Physical Activity and Health Qualification gain recognition of prior learning for some aspects of the PDA Strength and Conditioning. There are aspects of the CIMSPA Professional Standards which have been mapped against some of the mandatory units in HNC Physical Activity and Health, and learners are therefore not required to produce evidence for these criteria. Please refer to table 3 mapping units to CIMSPA standards for further guidance.

Learners carrying out the PDA Strength and Conditioning who do not hold HNC Physical Activity and Health may need to generate supplementary evidence to cover each of the criteria. If learners have an industry-relevant gym instructor or group exercise instructor qualification, there may be recognised prior learning in these qualifications which map to the criteria highlighted in table 3. It is the centres' responsibility to ensure learners meet the required standards.

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
- a range of specialisms, including:

  - 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

Your centre may wish to become an accredited UK Strength and Conditioning Association (UKSCA) Trainer. This involves additional assessments completed by a UKSCA Accredited Assessor. Your centre can provide support and/or guidance if you wish to carry out this additional accreditation.

Learners who have completed the PDA Strength and Conditioning Trainer would benefit from having a formally recognised First Aid at Work Qualification.

Professional recognition

The Strength and Conditioning Trainer Professional Standard from the Chartered Institute for Physical Activity and Health's (CIMSPA) standards framework is mapped to the mandatory units in this PDA, alongside some of the mandatory units in HNC Physical Activity and Health.

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.

Learners who successfully complete the PDA Strength and Conditioning can become accredited for the full Level 3 Diploma for Strength and Conditioning Trainer award from the UK Strength and Conditioning Association (UKSCA). Centres must adhere to the evidence requirements, registration costs and assessor criteria. Learner costs and assessor criteria are outlined below:

- assessor fees (formative assessment and support built in)
- registration and certification fees (please contact UKSCA for current costs)
- UKSCA membership for 1 year and associated benefits
- student learning manual
- access to the e-learning resources

Information for those learners intending on gaining UKSCA accreditation

The following information summarises the UKSCA assessment tasks, methods and templates that learners must complete if they wish to achieve UKSCA accreditation. We recommend that centres use the UKSCA Assessment Templates to generate learner evidence.

Task A: Foundation movement group coaching — session planning and delivery

A1: Foundation movement session planning

You can assess this task by a portfolio of evidence (written). You can use the A1-L: FM Group Coaching Session — Learner planning template.

A2: Foundation movement group coaching session

You can assess this task by a practical demonstration. You can use the A2-A: FM Group Coaching Session — Assessor observation template.

Task B: Safety in the gym coaching (strength-based and energy systems training)

B1: Safety coaching session

You can assess this task by a practical demonstration. You can use the B1-A Safety — Assessor observation template.

Task C: Strength-based training coaching — session planning and delivery

C1: Strength-based training session planning

You can assess this task by a portfolio of evidence (written). You can use the C1-L: SBT Coaching Session — Learner planning template.

C2: Strength-based training coaching session

You can assess this task by a practical demonstration. You can use the C2-A: SBT Coaching Session — Assessor observation template.

Task D: Initial consultation, needs analysis, physical assessment and programme design

D1: Initial consultation

You can assess this task by a portfolio of evidence (written). You can use the D1-L: SCRIPT — Learner evidence template.

D2: Needs analysis

You can assess this task by a portfolio of evidence (written). You can use the D2-L: Needs Analysis — Learner evidence template.

D3: Physical assessment

You can assess this task by a portfolio of evidence (written). You can use the D3-L: Screens and Tests — Learner evidence template.

D4: Goal-setting

You can assess this task by a portfolio of evidence (written). You can use the D4-L: Goal-Setting — Learner evidence template.

D6: Programming presentation and justifications

You can assess this task by a portfolio of evidence (written), presentation (and professional discussion). You can use the D6-L: Programming — Learner presentation template, and the D6-A: Programming — Assessor observation template.

D6-A: Programming — Assessor observation template

Task E: Programme delivery, impact and reflections

E1: Coaching practice and programme changes

You can assess this task by a portfolio of evidence (written). You can use the E1-L: Programme Changes — Learner evidence template.

E2: Coaching practice and programme reflections

You can assess this task by a portfolio of evidence (written). You can use the E2-L: Reflections —Learner evidence template, and the E2-A: Reflections — Assessor template.

E3: Application of anatomical, physiological and biomechanical knowledge

You can assess this task by an online quiz. You can use the E3-A: Application of A&P — Assessor template.

Learners who have successfully completed HNC Physical Activity and Health or hold an industry recognised gym instructor qualification do not need to complete this section as it has been mapped to the CIMSPA Professional Standards.

E4: Programme impact presentation

You can assess this task by a portfolio of evidence (written) and professional discussion. You can use the E4-L: Programme Impact — Learner presentation template, and the E4-A: Programme Impact — Assessor observation template.

Transitional arrangements

The PDA Strength and Conditioning Trainer 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 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	Aim 8
J6ED 47	Strength and Conditioning 1	X	X	X	X	X	X	X	X
J7CN 48	Strength and Conditioning Trainer	X	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
J6ED 47	Strength and Conditioning 1	X	X	X	X	X	X	X
J7CN 48	Strength and Conditioning Trainer	X	X	X	X	X	X	X

Table 2: mapping units to CIMSPA standards

The PDA Strength and Conditioning Trainer has been mapped to the following Professional Standard for Population Specialism Professional Standard — Strength and Conditioning Trainer from CIMSPA.

The following units are not included in this PDA:

- Anatomy and Physiology for Exercise and Human Movement.
- Training Principles for Exercise.
- Preparing to Work in the Physical Activity and Health Industry.
- Health Promotion, Behaviour Change and Nutrition.

Learners who want to gain CIMSPA recognition, need to complete these units also. These units are included in HNC Physical Activity and Health.

1. Participant consultation process

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K1.1	Participant consultation process	Outcome 1 Strength and Conditioning Trainer	Portfolio
K1.2	Health screening and risk stratification	Outcome 1 Strength and Conditioning Trainer	Portfolio

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K1.3	Participant assessment and review process	Outcome 1 Strength and Conditioning Trainer	Portfolio
K1.4	Participant induction process	Outcome 1 Strength and Conditioning Trainer	Portfolio
S1.1	Conduct consultations, assessments and training environment inductions	Outcome 1 Strength and Conditioning Trainer	Portfolio

2. Maximise the participant experience

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K2.1	Participant needs	Outcome 2 Strength and Conditioning Trainer	Portfolio
K2.2	Participant service	Outcome 2 Strength and Conditioning Trainer	Portfolio
K2.3	Participant engagement	Outcome 2, Outcome 3 Strength and Conditioning Trainer	Portfolio

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K2.4	Participant communication	Outcome 2 Strength and Conditioning Trainer	Portfolio
K2.5	Participant feedback	Outcome 4 Strength and Conditioning Trainer	Portfolio
S2.1	Participant data	Outcome 2 Strength and Conditioning Trainer	Portfolio
S2.2	Participant engagement	Outcome 2 Strength and Conditioning Trainer	Portfolio
S2.3	Participant service	Outcome 2 Strength and Conditioning Trainer	Portfolio
S2.4	Develop rapport with participants	Outcome 2 Strength and Conditioning Trainer	Portfolio
S2.5	Professional demeanour	Outcome 2 Strength and Conditioning Trainer	Portfolio
S2.6	Communication	Outcome 2 Strength and Conditioning Trainer	Portfolio

3. Exercise anatomy and physiology

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K3.1	Structure and function of the circulatory system	Outcome 3 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.2	Structure and function of the respiratory system	Outcome 3 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.3	Structure and function of the skeleton	Outcome 1 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.4	Joints	Outcome 1 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.5	Muscular system	Outcome 1 and Outcome 2 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K3.6	Life-course of the musculoskeletal system	Outcome 1, Outcome 2 and Outcome 5 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.7	Energy systems	Outcome 5 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.8	Nervous system	Outcome 2 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.9	Digestive system	Outcome 4 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
K3.10	Anatomical planes of movement	Outcome 1 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K3.11	Anatomical terms of location	Outcome 1 J6E7 47 Anatomy and Physiology for Exercise and Human Movement	SOLAR exam	Unit not included in PDA Strength and Conditioning Trainer
S3.1	Application of exercise anatomy and physiology	Outcome 4 J6E8 47 Training Principles for Exercise	Portfolio	Unit not included in PDA Strength and Conditioning Trainer

4. Lifestyle management and participant motivation

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K4.1	Lifestyle and health promotion	Outcome 1, Outcome 4 J6EA 47 Health Promotion, Behaviour Change and Nutrition Outcome 1 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 2, Outcome 5 J6E7 47 Exercise Practitioner 1 Outcome 5, Outcome 3 J6E8 47 Training Principles for Exercise	Portfolio	Units not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K4.2	Risk reduction and management of common health conditions	Outcome 1, Outcome 2 J6EA 47 Health Promotion, Behaviour Change and Nutrition Outcome 2, Outcome 3, Outcome 4 J6E7 47 Exercise Practitioner 1 Outcome 1 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 3 J6E8 47 Training Principles for Exercise	Multiple	Units not included in PDA Strength and Conditioning Trainer
K4.3	Behaviour change and exercise adherence	Outcome 4 J6E7 47 Exercise Practitioner 1 Outcome 3 J6EA 47 Health Promotion, Behaviour Change and Nutrition	Portfolio	Units not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
S4.1	Motivation	Outcome 2 Strength and Conditioning Trainer	Portfolio	J7CN 48 Strength and Conditioning Trainer
S4.2	Goal setting	Outcome 2: Strength and Conditioning Trainer	Portfolio	J7CN 48 Strength and Conditioning Trainer
S4.3	Health promotion	Outcome 3 J6EA 47 Health Promotion, Behaviour Change and Nutrition Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry	Portfolio	Units not included in PDA Strength and Conditioning Trainer

5. Prepare and plan for strength and conditioning sessions

Ref	Knowledge and understanding	Evidence (Specification reference)
K5.1	The role of the professional strength and conditioning trainer and how to promote the benefits of strength and conditioning	Outcome 5: Strength and Conditioning Trainer
K5.2	Develop a strength and conditioning programme	Outcome 2: Strength and Conditioning Trainer
K5.3	Monitor and review strength and conditioning exercise programmes	Outcome 5: Strength and Conditioning Trainer
S5.1	Plan strength and conditioning programmes	Outcome 2: Strength and Conditioning Trainer
S5.2	Monitor and review strength and conditioning programmes	Outcome 4: Strength and Conditioning Trainer

6. Delivering a strength and conditioning session

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K6.1	Coaching a range of strength and conditioning methods	Outcome 4: Strength and Conditioning Trainer	Portfolio
K6.2	RAMP warm up	Outcome 4: Strength and Conditioning Trainer	Portfolio
K6.3	Foundation movements training	Outcome 1: Strength and Conditioning 1	Portfolio
K6.4	Resisted movements for strength-based and explosive training	Outcome 4: Strength and Conditioning Trainer	Portfolio
K6.5	Energy system training protocols	Outcome 4: Strength and Conditioning Trainer	Portfolio
K6.6	High intensity running-based activities	Outcome 4: Strength and Conditioning Trainer	Portfolio
K6.7	Coaching strength and conditioning sessions	Outcome 4: Strength and Conditioning Trainer Outcome 4: Strength and Conditioning 1	Portfolio

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K6.8	Use of equipment in strength and conditioning training sessions	Outcome 4: Strength and Conditioning Trainer Outcome 1: Strength and Conditioning 1	Portfolio
S6.1	Coaching strength and conditioning sessions	Outcome 4: Strength and Conditioning Trainer Outcome 1: Strength and Conditioning 1	Portfolio
S6.2	Exercise demonstrations	Outcome 4: Strength and Conditioning Trainer Outcome 1: Strength and Conditioning 1	Portfolio

7. Routine maintenance and cleaning

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K7.1	Cleaning substances	Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Unit not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K7.2	Cleaning equipment	Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
K7.3	Safe systems of work	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer
K7.4	Personal safety	Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
K7.5	Hazards	Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
K7.6	Cleaning schedules	Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
K7.7	Waste management	Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Unit not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
S7.1	Preparing to clean	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 1 J6E7 47 Strength and Conditioning 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer
S7.2	Cleaning activities	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 1 J7X0 47 Strength and Conditioning 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer
S7.3	Hazards	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 1, Outcome 4 J7X0 47 Strength and Conditioning 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
S7.4	Communication	Outcome 2, Outcome 3 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 2, Outcome 3, Outcome 4, Outcome 6 J6E7 47 Exercise Practitioner 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer

8. Professional practice

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K8.1	Conduct and ethics	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
K8.2	National guidelines, legislation and organisational procedures	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 1 J6E7 47 Exercise Practitioner 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer

Ref	Knowledge and understanding	Evidence requirements	Assessment method	Comments
K8.3	Professional development	Outcome 5 J6EB 47 Preparing to Work in the Physical Activity and Health Industry	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
K8.4	Business acumen	Outcome 1, Outcome 3, Outcome 4, Outcome 5 J6EB 47 Preparing to Work in the Physical Activity and Health Industry Outcome 6 J6E7 47 Exercise Practitioner 1	Portfolio	Units not included in PDA Strength and Conditioning Trainer
S8.1	Work alone and as part of a team with minimal supervision	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry	Portfolio	Unit not included in PDA Strength and Conditioning Trainer
S8.2	Responsibility and professional duty of care to participants	Outcome 2 J6EB 47 Preparing to Work in the Physical Activity and Health Industry	Portfolio	Unit not included in PDA Strength and Conditioning Trainer

Table 3: Assessment strategy for the PDA award

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

Strength and Conditioning 1

You can assess the unit using stand-alone assignments, oral questioning, or a project, in open-book conditions.

Outcome	Main assessment methods
1. **Demonstrate strength and conditioning exercises in a safe and effective manner**	You must assess this outcome practically using an observation checklist.
2. **Plan, deliver and reflect on a foundation movement coaching session**	Learners must develop a session plan for a foundation movement coaching session lasting a minimum of 20 minutes. Learners must deliver their coaching session to a small group of a minimum of three participants. You must complete an observation checklist and record supplementary oral evidence where appropriate. After delivering their coaching session, learners must reflect on their performance through professional discussion and record the evaluation using an appropriate method.

Strength and Conditioning Trainer

Learners can generate evidence in the form of open-book stand-alone assignments or portfolio work, in open-book conditions.

Outcome	Main assessment methods
1. **Employ safe and effective working practices with clients in a strength-based coaching session**	Learners deliver six prescribed tasks, each to one client, in a single session or across multiple sessions. Assessors must use an assessor checklist to assess learners.
2. **Plan and deliver a strength-based training session for a client or clients**	Learners plan and deliver a 40-minute strength-based training session for an individual, using the equipment available. Learners must have achieved competence in the foundation movement and the gym safety assessments before attempting this assessment, ensuring they can coach effective movement safely, before adding load. Assessors must use an assessor checklist to assess learners delivering the session.
3. **Conduct a consultation, needs analysis and physical assessment for a client**	Learners must: • conduct an initial consultation • conduct a sport and/or activity needs analysis • conduct a series of physical screens and/or tests • agree SMART goals These are performed with a client in a physical training environment. Learners record all information and submit this as a written report. Assessors can assess the physical testing either face-to-face, or as a digital video submission. Assessors should complete an assessor checklist to assess learner competence.

Outcome	Main assessment methods
4. **Design an individualised strength and conditioning training programme**	Learners should complete a written 12-week programme and detail their session plans for the first mesocycle. These should be kept in their learner portfolio. They must develop their training context before creating the 12-week strength and conditioning programme. This should be kept in their learner portfolio.
5. **Critically examine an individualised strength and conditioning training programme**	Learners can create and deliver a presentation, using a suitable software package, that justifies their programme design. Learners should plan that their presentation lasts between 20 to 30 minutes, and can be shown face-to-face or through remote or recorded video conferencing. The assessor may wish to ask supplementary questions to clarify points made in the presentation, but also for authentication purposes.
6. **Deliver and evaluate an individualised strength and conditioning training programme**	Learners must deliver a minimum of 8 weeks from the 12-week programme. Learners are assessed delivering a minimum of one of their planned sessions using an assessor checklist. Learners record and reflect on the continuing changes they are making to the programme (and their coaching practice) to continue to meet the client's needs and to progress towards their goals. Learners should record this in a self-reflective evaluation form. These evaluations are then used as part of the presentation in outcome 7.

Outcome	Main assessment methods
7. **Examine the scope of practice and importance of self-reflection as a strength and conditioning trainer**	Learners examine the scope of practice of a strength and conditioning coach and may answer a series of open-book restricted-response questions that form part of the learner portfolio. Learners can create and deliver a presentation, using a suitable software package (after at least 8 weeks of delivering the programme) that focuses on the impact of the programme, as well as client attendance and adherence. The assessor may ask supplementary questions to authenticate the evidence and to satisfy any knowledge gaps.

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 PDA Strength and Conditioning Trainer

Self-management

This meta-skill includes:

- focusing:

  - sorting through exercise selection
  - attention when observing others
  - collating and organising information gained from the consultation process with a client and by completing physical assessments and a needs analysis
  - development of client and/or sports participant's training programme
  - observing and correcting clients' technique during sessions
  - adapting sessions and/or exercises based on reflection and feedback

- integrity:

  - self-awareness of own performance
  - acting ethically by offering strength and conditioning to everyone
  - self-control while coaching
  - understanding ethic
  - being aware of acting on values and principles
  - work ethic
  - timekeeping
  - reliability
  - discipline
  - trustworthiness when working with clients during consultation, physical assessment and the training programme delivery process

- adapting:

  - critical reflection of performance

  - adaptability by adjusting coaching style

  - self-learning through resourcing of materials for session plans

  - resilience when taking feedback on how to improve own performance

  - decision-making; being responsible

  - responding to changes when working with clients during consultation, physical assessment and the training programme delivery process

  - reviewing sessions based on self-reflection and client feedback

- initiative:

  - courage when coaching peers

  - independent thinking when session programming

  - decision-making in exercise selection

  - self-belief in practical performance

  - self-motivation in preparing materials for assessment

  - responsibility for own progress

  - self-belief

  - responsibility in preparation for working with a client, and more specifically, during the consultation, physical assessment and training programme delivery process

  - evaluating sessions and gaining feedback from clients and peers

Social intelligence

This meta-skill includes:

- communicating:

  - receiving and providing information during class lessons

  - listening to lecturer instruction and when working with others

  - giving information while contributing to class discussion

- feeling:

    o   sense of responsibility

    o   empathy

    o   understanding how others feel when working with clients

    o   developing an understanding of when to show empathy

    o   developing the ability to build relationships

    o   working with clients and planning around their needs

    o   accepting the perspectives of others to understand their feelings and motivations

- collaborating:

    o   relationship-building by working with peers during practical lessons, and when operating in different settings

    o   working towards shared goals and team working with other professionals

- leading:

    o   inspiring others to perform during practical lessons

    o   influencing the learning experience of peers

    o   motivating others during practical performance

    o   developing others through improved practical performance

    o   being a change catalyst by encouraging uptake of strength and conditioning techniques

Innovation

This meta-skill includes:

- curiosity:

    o   observing practical techniques

    o   questioning during class

    o   information sourcing when preparing for assessment

- problem recognition if working with a non-standard client
- noticing significant information; evaluating sessions and assessing own development

- creativity:

  - creating training programmes and sessions for clients and/or sports participants
  - responding to different situations and adapting
  - coming up with solutions to problems when working with clients and groups

- sense-making:

  - pattern recognition in prescribing sets and reps information
  - holistic thinking by considering the purpose of the training session
  - analysing client information gained from the consultation and physical assessment process
  - analysing client programme data and making sense of constant changes and/or adaptations when working with clients and/or sports participants

- critical thinking:

  - deconstruction by breaking the skill down into component parts
  - logical thinking while considering the sequence of a training session
  - judgement while assessing the exertion of others
  - analysing client information gained from the consultation and physical assessment process
  - analysing client programme data and making sense of changes when working with clients and reflecting on decisions implemented

The role of the coach, mentor or facilitator is key to helping learners understand, develop and reflect on their own meta-skills and those central to course activities, assessment projects and their target industry or sector.

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.

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.

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 learners need to complete coursework and meet personal goals, to set a context for reflection.

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.

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.

Learners can focus on any meta-skills appropriate to them and their context, however, you should facilitate individual meta-skills 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. You should create a clear learning plan with each learner to provide evidence of their development.

Learners can plan how they will use and develop their meta-skills as part of their portfolio or e-portfolio for working with clients. You should emphasise the importance of effective planning as this will increase success for learners in completing 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, reading over class notes and presentations, carrying out research and internet searches as this will be helpful in getting learners to focus on the specific activities required for success. The meta-skills of focussing, adapting and initiative are particularly key to planning in activities or assessment. Higher Education Institutes have websites that give advice on how to create a useful study plan, with some also supplying templates.

You can use case studies and scenario-based activities to demonstrate the value of meta-skills and how they can be applied.

Learning for Sustainability in Next Generation 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.

Physical activity and the SDGs

Investing in policies to promote walking, cycling, sport, active recreation and play can contribute directly to achieving many of the 2030 SDGs.

The World Health Organization (WHO) Global Action Plan on Physical Activity 2018–2030 identifies that investment in policy actions on physical activity have health, social and economic benefits, and directly contribute to achieving:

- SDG 2 (zero hunger)
- SDG 3 (good health and wellbeing)
- SDG 4 (quality education)
- SDG 5 (gender equality)
- SDG 8 (decent work and economic growth)
- SDG 9 (industry, innovation and infrastructure)
- SDG 10 (reduced inequalities)
- SDG 11 (sustainable cities and communities)
- SDG 12 (responsible consumption and production)
- SDG 13 (climate action)
- SDG 15 (life on land)
- SDG 16 (peace, justice and strong institutions)
- SDG 17 (partnerships)

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

NextGen PDAs are ungraded.

When delivered as part of the NextGen: HN, 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 generated by learners must clearly reflect the knowledge and skills identified in the evidence requirements for each outcome. We recommend that learners 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

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 or subject-specific qualification equivalent to the CIMSPA Professional Standards embedded in the PDA Strength and Conditioning Trainer. 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. For example, learners deliver and evaluate an individualised strength and conditioning training programme. Learners should record this in a self-reflective evaluation form. These evaluations are then used as part of the presentation, where they examine the scope of practice and importance of self-reflection as a strength and conditioning trainer. 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 Professional Development Awards

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 Strength and Conditioning Training 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 Strength and Conditioning Trainer require staff to have relevant, recognised industry qualifications. We strongly recommend delivering staff have current and/or previous industry experience of delivering strength and conditioning programmes to a range of client groups including athletes. 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.

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

- squat racks and/or lifting platforms
- a selection of functional exercise equipment including:

  - kettlebells
  - slam balls
  - medicine balls
  - dumbbells
  - Olympic barbells
  - Olympic Weight Plates
  - a selection of resistance bands
  - a range of plyometric equipment

- a range of fitness testing equipment appropriate for:

  - cardiovascular tests
  - muscular strength and/or power tests
  - muscular endurance tests
  - speed tests
  - agility tests

Learners should have access to a suitable facility or environment to deliver the physical activity sessions, such as a strength and conditioning area, fitness studio, gym or community venue or hall. They should also have access to:

- comprehensive library and digital resources
- the UK, National and Local Framework, strategy, and policy documents
- original research articles and textbooks to support learning and teaching across each of the outcomes

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.

Centres should have appropriate checks in place to ensure health and safety and correct insurance is in place for learners.

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

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 Strength and Conditioning Trainer

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 is made up of two units.

The unit Strength and Conditioning 1 introduces you to the field of strength and conditioning and its role while working with clients from either a sports or fitness context, or those with certain health conditions.

It is a largely practical unit. You initially learn the foundation movements that contribute to everyday tasks and sports movements and how to include these in functionally specific exercises. You reinforce your knowledge of the components of fitness, physiological adaptations to training methods while considering different training methods, and misconceptions surrounding strength and conditioning training.

By the end of the unit, you can competently demonstrate key strength and conditioning exercises relating to a range of fitness components.

Before starting the unit, you should have some experience in an exercise environment and have good communication skills.

Once you complete the unit as part of the Higher National Certificate (HNC) in Physical Activity and Health, you can progress to further learning in related vocational or degree qualifications.

You are assessed practically by demonstrating foundation movements and exercises for strength, power, speed and agility, endurance, and mobility and flexibility. You plan a session for a client and develop your skills as a strength and conditioning coach. As part of the unit, you reflect on your delivery and receive feedback from your peers to allow you to identify strengths and areas for development to improve your practice.

The unit develops the knowledge and skills gained from Strength and Conditioning 1 at SCQF level 7, and allows you to work with clients from either a sports or fitness context to develop their performance and physical fitness.

The unit Strength and Conditioning Trainer focuses on working safely in a gym and/or exercise environment to deliver a strength and conditioning session, before moving on to planning and delivering a session for an individual to introduce them to a range of technical exercises and/or moves. You then complete a consultation with an individual to collect information that helps you to develop a 12-week strength and conditioning programme. The consultation includes a needs analysis, and you plan a battery of physical tests to establish baseline measurements. The 12-week plan should focus on developing the technical ability of the individual, and you then deliver a minimum of 8 weeks to ensure physiological adaptations are apparent. You can reflect on the success of the programme towards the end of the unit. You also complete a critical evaluation of the programme design, drawing on your own reflective evaluation of the sessions, feedback from your assessor and feedback from your client.

You develop a portfolio to evidence your performance throughout the unit. You also take part in a range of professional discussions with the assessor and present some of your evidence using PowerPoint or another presentation method.

Before starting the unit, we recommend that you have completed Strength and Conditioning 1 at SCQF level 7, are competent in the foundational movements, and are

able to deliver a raise, activate, mobilise, potentiate (RAMP) warm up. You should also ensure you have some experience in an exercise environment and have good communication and presentation skills.

The Strength and Conditioning Trainer Professional Standard from the Chartered Institute for Physical Activity and Health's (CIMSPA) standards framework is mapped to the mandatory units in this PDA, alongside some of the mandatory units in HNC Physical Activity and Health. You may wish to become an accredited UK Strength and Conditioning Association (UKSCA) Trainer. This involves additional assessments completed by a UKSCA accredited assessor. Your centre can provide support and/or guidance if you wish to carry out this additional accreditation. There are also opportunities for further learning in related vocational training or degree qualifications.

Meta-skills

Meta-skills enhance your employability in the health and physical activity health sector. As you progress through the unit, you develop meta-skills in self-management, social intelligence and innovation. You develop these meta-skills naturally in all outcomes as you learn and create assessment responses.

Self-management

This meta-skill includes:

- focusing:

  - sorting through exercise selection
  - attention when observing others

- integrity:

  - self-awareness of own performance
  - acting ethically by offering strength and conditioning to everyone
  - self-control while coaching

- adapting:

  - critical reflection of performance

  - adaptability by adjusting coaching style

  - self-learning through resourcing of materials for session plans

  - resilience when taking feedback regarding how to improve own performance

- initiative:

  - courage when coaching peers

  - independent thinking when session programming

  - decision-making in exercise selection

  - self-belief in practical performance

  - self-motivation in preparing assessable materials

  - responsibility for own progress

Social intelligence

This meta-skill includes

- communicating:

  - receiving information during class lessons

  - listening to lecturer instruction

  - giving information while contributing to class discussion

- feeling:

  - empathy for others' practical abilities

  - social conscience while considering the role of strength and conditioning for the wider society

- collaborating:

  - relationship building by working with peers during practical lessons

- leading:

  - inspiring others to perform during practical lessons
  - influencing the learning experience of peers
  - motivating others during practical performance
  - developing others through improved practical performance
  - being a change catalyst by encouraging uptake of strength and conditioning techniques

Innovation

This meta-skill includes:

- curiosity:

  - observing practical techniques
  - questioning during class
  - information sourcing when preparing for assessment
  - problem recognition if working with a non-standard client

- creativity:

  - imagination and idea generation in developing tailored training programmes
  - visualising the client's point of view

- sense-making:

  - pattern recognition in prescribing sets and reps information
  - holistic thinking by considering the purpose of the training session

- critical thinking:

  - deconstruction by breaking the skill down into component parts
  - logical thinking while considering the sequence of your training session
  - judgement while assessing the exertion of others

Administrative information

Published: August 2025 (version 1.0)

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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