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Next Generation Professional Development Award Educator Guide

PDA Working Inclusively with Participants with Disabilities at SCQF level 8

Qualification code: GV28 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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Contents

Purpose of the qualification

The title of the Professional Development Award (PDA) reflects the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional for Standard Population Specialism — Working Inclusively (Working with Disabled People). This PDA also sits in the Next Generation (NextGen) Higher National Diploma (HND) Physical Activity and Health optional section.

The PDA is suitable for learners interested in conducting physical activity sessions with participants with disabilities in a sport and/or physical activity environment. They build on their foundational knowledge for a variety of roles in the physical activity and health sector to support clients with disabilities on their journey toward more positive health behaviours. Learners develop their knowledge and skills and gain practical experience of designing, delivering and adapting a sport and/or physical activity session for participants with disabilities. The knowledge and skills are transferable and applicable to other roles in the physical activity and health sector.

Learners examine current legislation, policy and procedures for inclusion and research agencies that support inclusion for participants in sport or physical activity.

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 unit:

Mandatory units

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

Aims of the qualification

Physical activity is an essential feature of our physical and mental well-being and it provides 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 PDA Working Inclusively with Participants with Disabilities recognises the importance of developing a dynamic workforce that can engage with a range of clients with a diverse range of needs.

This PDA aims to address these needs and broaden the range of services learners can provide, and builds upon existing pathways into the physical activity and health industry by extending the qualification's reach into public health through the Scottish Governments Physical Activity Delivery Plan, A More Active Scotland Delivery Plan and World Health Organization'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 policies and initiatives in physical activity and public health for participants with disabilities.
3. Develop skills to efficiently analyse a participant or participants' needs, and adapt and modify guidance to motivate a broad range of participants with disabilities with different needs. Provide specialist, tailored advice to a participant or participants to positively change their behaviour in different types of environments, over enough time to show lifestyle, health, and fitness improvements.
4. Develop an inclusive person-centred approach to devise, and appropriately review, an action plan, while considering functional and other biopsychosocial capabilities and limitations, and level of risk associated with physical activity.
5. Deliver and adapt physical activity and exercise programmes based on an individual assessment of a participant or participants. Monitor the participant's or participants' progress during physical activity and exercise sessions and know when to consult with and/or refer to relevant appropriate professionals or other health and wellbeing services for specialist information and guidance.
6. Understand the importance of the participant's care-givers, family and friends or partner on the progress and engagement of the client and seek to develop a productive relationship as appropriate.
7. Use credible up-to-date national resources and guidance to inform scope of practice.
8. Develop working practices to the current accepted professional standards for working with participants with disabilities.

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 or group exercise 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
- recognised group exercise instructor qualification

This qualification offers an opportunity to gain a further understanding of the key concepts of working with more specialised areas in the Physical Activity and Health sector to support clients in their journey to become more active and improve their health. Learners develop their knowledge and skills through subject knowledge, working within a practical setting and develop a range of core, essential and transferable skills, including academic skills.

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](#).

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:
  - personal trainer practitioner
  - strength and balance instructor and/or postural stability instructor
  - low back pain specialist instructor
  - British Association for Cardiovascular Prevention and Rehabilitation cardiac specialist instructor
  - cancer rehabilitation specialist instructor
  - obesity and weight management specialist instructor
  - United Kingdom Strength and Conditioning Association accredited strength and conditioning coach
  - mental health and/or dementia specialist instructor

Learners who have completed this PDA 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:

- Population Specialism — Working Inclusively (Working with Disabled People)

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 Working Inclusively with Participants with Disabilities 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 unit maps to CIMPSA standards.
- Table 3 shows the assessment strategy for the qualification.

Table 1: mapping qualification aims to the unit

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
J7CR 48	Working Inclusively with Participants with Disabilities	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	Aim 8
J7CR 48	Working Inclusively with Participants with Disabilities	X	X	X	X	X	X	X	X

Table 2: Mapping CIMPSA standards to the unit

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

The NextGen: HND Physical Activity and Health and PDA Working Inclusively with Participants with Disabilities has been mapped to the following Professional Standard for Population Specialism — Working Inclusively (working with disabled people) from CIMSPA.

1. Understanding your participant

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K1.1	Participants needs	Outcome 3	Session plans
K1.2	Adaptations	Outcome 3	Session plans
K1.3	Benefits and challenges	Outcome 3	Session plans
K1.4	Factors affecting participation	Outcome 3	Session plans

2. Creating an inclusive environment and culture

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K2.1	Inclusive environment	Outcome 3	Session plans
K2.2	Inclusive learning	Outcome 3	Session plans
S2.1	Inclusive environment and culture	Outcome 4	Performance and/or practical observation
S2.2	Inclusive physical activity environment and culture	Outcome 4	Performance and/or practical observation

3. Legislation and guidance

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K3.1	Legislation	Outcome 1	Restricted response essay and/or assignment
K3.2	Policy and procedures	Outcome 1	Restricted response essay and/or assignment
K3.3	Best practice	Outcome 1	Restricted response essay and/or assignment
K3.4	Guidance	Outcome 1	Restricted response essay and/or assignment

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K3.5	Legislation	Outcome 1	Restricted response essay and/or assignment
S3.1	Legislation	Outcome 4	Performance and/or practical observation
S3.2	Risk management	Outcome 4	Performance and/or practical observation

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

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K4.1	Planning, preparation and delivery	Outcome 3	Session plans
K4.2	Local initiatives	Outcome 3	Session plans
K4.3	Assistive devices	Outcome 3	Session plans
K4.4	Evaluation and continual review	Outcome 5	Session evaluations
K4.5	Goal setting	Outcome 3	Session plans
K4.6	Positive experience	Outcome 3	Session plans

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
S4.1	Planning and preparation	Outcome 3	Session plans
S4.2	Engaging participants	Outcome 4	Performance and/or practical observation
S4.3	Adaptability	Outcome 4	Performance and/or practical observation
S4.4	Evaluation and ongoing review	Outcome 5	Session evaluations
S4.5	Goal setting	Outcome 4	Performance and/or practical observation

5. Effective communication

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
K5.1	Effective communication	Outcome 4	Performance and/or practical observation
K5.2	Promoting sessions	Outcome 4	Performance and/or practical observation
K5.3	Appropriate language and tone	Outcome 4	Performance and/or practical observation
K5.4	Communication with supporters	Outcome 4	Performance and/or practical observation

Ref	Knowledge and understanding	PDA's evidence requirements	Assessment method
S5.1	Effective Communication	Outcome 4	Performance and/or practical observation
S5.2	Participants	Outcome 4	Performance and/or practical observation
S5.3	Promotion	Outcome 4	Performance and/or practical observation

Table 3: Assessment strategy for the PDA

The following information is provided for general guidance. Please see the unit specification for all evidence requirements.

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

Outcome	Main assessment methods
1. **Analyse current legislation, local pathways and agencies that support inclusion for participants with disabilities in sport or physical activity.**	Learners can produce a research project (1,200 to 1,500 words) on current legislation, policies and procedures. If assessing holistically, they can integrate their report with the Research unit (in the HND). Learners can include evidence in their portfolios.
2. **Examine the scope of practice of working with participants with disabilities and the potential impact on sport or physical activity.**	Learners can research the scope of practice and professional ethics relating to exercise practitioners and/or coaches who work with participants with disabilities in a sport or physical activity environment. If learners use the same organisation or agency as in outcome 1, you can assess outcome 2 holistically.
3. **Design physical activity sessions for participants with disabilities.**	Learners should design a minimum of 12 progressive sport and/or physical activity sessions for a disabled participant or group, taking into consideration the evidence requirements and ensuring the sessions meet the needs and abilities of the participant or group. Session plans should form part of learners' portfolios.
4. **Deliver physical activity sessions for participants with disabilities.**	Learners produce evidence through practical delivery of six out of the 12 planned sessions to demonstrate their understanding of the 'Knowledge and skills' section. One session, lasting a minimum of 45 minutes, is observed by you and assessed using an observation checklist.

Outcome	Main assessment methods
5. Critically evaluate physical activity sessions for participants with disabilities.	Critical evaluation of a range of physical activity sessions allows learners to develop their skills in self-reflection and apply them to the delivery of their sport and/or physical activity sessions. Learners produce evidence through a self-reflective log for each session delivered (a minimum of six).

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 Working Inclusively with Participants with Disabilities

Self-management

This meta-skill includes:

- focusing:
  - sorting and processing information into a narrative to understand the relationship between exercise, health behaviours and wellbeing

- integrity:
  - building positive relationships
  - demonstrating a good code of conduct
  - acting in an ethical manner in assessments and when working with clients
  - developing the academic skill of using citations and referencing
  - discussing scope of practice
  - maintaining professional boundaries

- adapting:
  - developing new knowledge and skills
  - using different technologies
  - reflecting on own performance
  - adjusting when working with clients to allow for alterations to any pre-set plans
  - encouraging and motivating clients

- initiative:
  - independent thinking when making decisions
  - working autonomously to motivate clients
  - making informed choices

Social intelligence

This meta-skill includes:

- communicating:
  - active listening to clients as part of the consultation
  - processing information to plan safe and effective exercise sessions
  - using and understanding verbal and non-verbal communication
  - interpreting body language

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

- collaborating:
  - working as part of a group in an exercise setting
  - working towards shared goals and team working with others

- leading:
  - encouraging others to perform tasks
  - sharing information in a useful way
  - taking control on a small aspect of knowledge and bringing this to the group to form a cohesive understanding

Innovation

This meta-skill includes:

- curiosity:

  - gathering information independently and carrying out research in relation to working with a broad range of clients

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

- sense-making:
  - gaining an understanding of why people choose specific health behaviours and how this impacts health and wellbeing
  - evaluating the range of ideas discussed in class or as part of research
  - providing a presentation to peers on a topic, with an explanation of how current research influences decisions on planning an exercise intervention or can support clients in making positive health behaviour changes

- critical thinking:
  - applying a variety of training methods
  - using sources of information in a discussion to draw overall conclusions on how training methods have been implemented when working with a client
  - reflecting on success and failure

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. You and any employer partners or guest speakers can guide learners by taking on a coaching and mentoring role.

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

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

Learners can focus on any meta-skills appropriate to them and their context, however, 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.

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

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

You can facilitate curiosity by demonstrating tools such as Google Books and Scholar and allowing for library research time. You can facilitate class discussion and debates to encourage learners to question assumptions, ideas, information, and research.

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

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

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 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 helps 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
- shadowing and/or observation of qualified staff delivering physical activity sessions to participants with disabilities

Assessors and internal verifiers must hold an industry or subject-specific qualification equivalent to the CIMSPA Professional Standards embedded in the PDA Working Inclusively with Participants with Disabilities. 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, 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, where there is a minor shortfall or omission in evidence requirements. In either case, the assessor must formally note such instances, in writing or as a recording, and make them available to the internal and external verifier.

The size and structure of the PDA should mean that the assessor or lecturer is close enough to ongoing assessment activity in the learner portfolio to identify the requirement for remediation as it occurs.

Re-assessment

When learners do not meet the minimum evidence requirements in their first submission, and where minor or oral remediation are not appropriate, assessors 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 Working Inclusively with participants with Disabilities, we have introduced greater opportunities for holistic/cross assessment within 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 carried out with an alternative client.

Resource requirements

Centres delivering the PDA Working Inclusively with Participants with Disabilities require staff to have relevant, recognised industry qualifications. We strongly recommend

delivering staff have current and/or previous industry experience of delivering physical activity sessions to participants with disabilities. 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 and/or subject-specific qualification equivalent to the CIMSPA Professional Standards embedded in the PDA Working Inclusively with Participants with Disabilities. 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 suitable and safe space to deliver activity sessions, for example a games hall, studio, fitness suite, or outdoor space. They should also have access to a range of activity and sports equipment that is appropriate for the ability and size of the group, for example:

- hoops
- bean bags
- cones
- balls
- footballs
- basketballs
- rackets
- a parachute
- small gym equipment; such as mats, skipping ropes, steps with detachable risers, ladders, dumbbells, barbells, kettlebells, resistance bands, and soft mini exercise balls

(This list is not exhaustive.)

Learners should also have access to:

- comprehensive library resources, including access to digital resources to allow them to research topics and theories across the physical activity and health subject area
- the UK, National and Local Framework, strategy, and policy documents
- specialist and subject-specific resources from stakeholders and service providers for individuals with disabilities
- original research articles and textbooks to support learning and teaching across each of the outcomes

You should ensure that research articles referenced through teaching are accessible to learners.

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.

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 Working Inclusively with Participants with Disabilities

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 Professional Development Award (PDA) Working Inclusively with Participants with Disabilities develops your knowledge of the systems and agencies that support inclusion for sport and physical activity. This includes an in-depth look at classification, eligibility and equipment modifications. You develop the skills required when working with participants with disabilities in a sport and physical activity environment.

During this PDA, you describe the legislation, pathways and agencies that support inclusive coaching of sport and physical activity. You can also describe the considerations involved in working with participants with disabilities and the potential impact on sport and physical activity.

You design, deliver and evaluate sport and physical activity sessions for participants with disabilities. Your sessions:

- take account of the impairment profile or profiles of the participant or group, ensuring their functional ability is the focus
- use the activity inclusion model (AIM) and space, task, equipment, people (STEP) framework
- use appropriate communication strategies for participants with different impairments
- adapt activities based on the needs of participants

Each session is a minimum duration of 45 minutes. The coaching group must include at least one participant with a disability. You design session plans and complete self-reflective session evaluations for each session. You are assessed on at least one session by an assessor, using a checklist.

After you complete this PDA, you can progress 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
- lower back pain specialist instructor
- British Association for Cardiovascular Prevention and Rehabilitation cardiac specialist instructor
- cancer rehabilitation specialist instructor
- obesity and weight management specialist instructor
- United Kingdom Strength and Conditioning Association accredited strength and conditioning coach
- mental health and/or dementia specialist instructor

Meta-skills

Throughout the unit you develop your meta-skills, including self-management, social intelligence and innovation.

Self-Management

This meta-skill includes:

- focusing:
  - sorting and processing information into a narrative to understand the relationship between the exercise, health behaviours and wellbeing

- integrity:
  - building positive relationships
  - demonstrating a good code of conduct
  - acting in an ethical manner in assessments and when working with clients
  - developing academic skill of citations and referencing
  - discussing scope of practice
  - maintaining professional boundaries

- adapting:
  - developing new knowledge and skills
  - using different technologies
  - reflecting on own performance
  - adjusting when working with clients to allow for alterations to any pre-set plans
  - encouraging and motivating clients

- initiative:
  - independent thinking when making decisions
  - working autonomously to motivate clients
  - making informed choices

Social Intelligence

This meta-skill includes:

- communicating:
  - active listening to clients as part of the consultation
  - processing information to plan safe and effective exercise sessions
  - using and understanding verbal and non-verbal communication
  - interpreting body language

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

- collaborating:
  - working as part of a group in an exercise setting
  - working towards shared goals and team working with others

- leading:
  - encouraging others to perform tasks
  - sharing information in a useful way
  - taking control on a small aspect of knowledge and bringing this to the group to form a cohesive understanding

Innovation

This meta-skill includes:

- curiosity:
  - gathering information independently and carrying out research in relation to working with a broad range of clients

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

- sense-making:
  - gaining an understanding of why people choose specific health behaviours and how this impacts health and wellbeing
  - evaluating the range of ideas discussed in class or as part of research
  - providing a presentation to peers on a topic, with an explanation of how current research influences decisions on planning an exercise intervention or can support clients in making positive health behaviour changes

- critical thinking:
  - applying a variety of training methods
  - using sources of information in a discussion to draw overall conclusions on how training methods have been implemented when working with a client
  - reflecting on success and failure

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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