

Next Generation Higher National Unit Specification

Preparing to Work in the Physical Activity and Health Industry (SCQF level 7)

Unit code: J6T2 47
SCQF level: 7 (16 SCQF credit points)
Valid from: session 2023-24

Prototype unit specification for use in pilot delivery only (version 3.0) August 2024

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit provides learners with the knowledge and understanding they need to work in the physical activity and health industry. They gain real-life experience from a chosen placement that develops the skills and experience they need to work in a range of roles in the physical activity and health industry. There is a focus on continuing professional development (CPD) and self-reflection in the unit.

After successful completion of the Higher National Certificate (HNC) in Physical Activity and Health, learners can gain employment as a gym instructor or group exercise instructor.

The unit helps prepare learners for a wide range of job types in the industry and covers a variety of sectors, including the health, social and voluntary sectors. Learners can investigate a range of employers, such as the National Health Service (NHS), public or private gyms, leisure centres, leisure trusts, community groups, and local authorities.

Learners must analyse the customer journey and the importance of customer service. They investigate a range of marketing methods in the industry and explain the importance of social media. They understand the importance of keeping knowledge and skills up to date through a range of learning activities and reflective practice.

Learners reflect on their placement experience and explore their preferred career path, including the qualifications and skills needed to succeed in their chosen role. The practical experience gained, including job references and key industry contacts, may help learners with future career aspirations.

Entry requirements and progression routes

Entry to this unit is at your centre's discretion. However, we recommend that learners have a basic knowledge of the range of jobs in the industry and are willing to enhance their skills, for example, in:

- ◆ organisation
- ◆ leadership
- ◆ teamwork
- ◆ communication

Previous experience of working with clients to improve their health, fitness and wellbeing would be advantageous. We recommend that learners taking the unit have communication skills at a minimum of SCQF level 5 or an equivalent level.

You should deliver the unit as a stand-alone unit or with the following mandatory units:

- ◆ Anatomy and Physiology for Exercise and Human Movement (SCQF level 7)
- ◆ Training Principles for Exercise (SCQF level 7)
- ◆ Exercise Practitioner 1 (SCQF level 7)
- ◆ Health Promotion, Behaviour Change and Nutrition (SCQF level 7)

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August 2024

The unit is a part of the HNC in Physical Activity and Health. Learners can progress from this group award to:

- ◆ Higher National Diploma (HND) in Physical Activity and Health at SCQF level 8
- ◆ local agreements for advanced entry into university degree programmes

Unit outcomes

Learners who complete this unit can:

- 1 research a range of careers in the physical activity and health sector and understand how employees/organisations work collaboratively to support clients
- 2 carry out and evaluate a work placement in the physical activity and health sector to develop skills as an exercise practitioner
- 3 analyse the client journey and the importance of customer service in supporting clients and the business or organisation
- 4 investigate a range of marketing methods in the physical activity and health industry and explain the importance of social media for exercise practitioners and organisations
- 5 develop an understanding of the importance, benefits and mechanisms of keeping knowledge and skills up to date through a variety of both traditional and innovative learning activities and reflective practice
- 6 develop own meta-skills in a vocational context

Evidence requirements

Learners can generate evidence in the form of a stand-alone assessment, oral questioning or as part of an overall project integrated with other units in the group award. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education. The standard of evidence should be consistent with the SCQF level of this unit.

Research a range of careers in the physical activity and health sector and understand how employees/organisations work collaboratively to support clients (outcome 1)

As part of the investigation, learners must investigate a minimum of two credible local agencies or organisations and relevant professionals from the health, social and community and voluntary sectors who can support people to become more physically active and healthy.

This outcome may be cross-assessed with outcome 1 for Health Promotion, Behaviour Change and Nutrition at SCQF level 7.

To successfully achieve this outcome, learners must provide the following evidence as part of their research:

- ◆ Explain the role and purpose of each agency and/or organisation.
- ◆ Identify how the agencies and/or organisations build and maintain strong relationships in the local community.
- ◆ Discuss how the agencies and/or organisations work collaboratively to support clients and explain the factors that can contribute to collaborative working.

Carry out and evaluate a work placement in the physical activity and health sector to develop skills as an exercise practitioner (outcome 2)

To successfully achieve this outcome, learners must generate evidence by completing a logbook in a placement for a minimum of 20 hours in total. They must provide the following evidence:

- ◆ Select and justify an attainable work placement in the physical activity and health sector, based on personal career goals.
- ◆ Communicate effectively with the placement provider using an appropriate method, and record the professional dialogue to confirm placement.
- ◆ Investigate how the following policies and procedures are embedded in the chosen work placement facility or organisation:
 - equality and diversity
 - safeguarding
 - data protection and General Data Protection Regulation (GDPR)
 - the importance of confidentiality and client consent
- ◆ Evaluate the placement by reflecting on the overall experience and the content of the placement report form.

Analyse the client journey and the importance of customer service in supporting clients and the business or organisation (outcome 3)

To successfully achieve this outcome, learners must provide the following evidence:

- ◆ Choose a minimum of three methods of how agencies and/or organisations engage with clients and discuss how they use these methods to support clients to maintain their motivation and adhere to their physical activity and health goals. Methods include:
 - face-to-face
 - telephone
 - written (letters, email, posters)
 - social media and digital technology
- ◆ Identify a minimum of two examples of different types of conflict that could occur and detail how to manage them. Discuss how this can support clients and the business or organisation.
- ◆ Analyse and interpret client data to understand the different types of clients and their needs. Data should include:
 - demographics and social background
 - current physical activity levels
 - future physical activity goals
- ◆ acknowledge the importance of understanding the range of products and services on offer and how to signpost them to a client.
- ◆ Choose an organisation and investigate related products, systems and technology, for example class booking apps, that help to enhance the client experience. Explain how this supports clients and the business or organisation.

Investigate a range of marketing methods in the physical activity and health industry and explain the importance of social media for exercise practitioners and organisations (outcome 4)

To successfully achieve this outcome, learners must provide the following evidence:

- ◆ Analyse the 'marketing mix' and how they can use this to help promote services in the physical activity and health industry.
- ◆ Create a promotional poster or leaflet based on the research; this could be in digital or a paper-based format.
- ◆ Analyse the importance of social media for exercise practitioners. Upload or produce a minimum of three social media posts to demonstrate how content relating to physical activity and health supports effective social media use.
- ◆ Analyse the different forms of social media used by exercise practitioners and organisations.

Develop an understanding of the importance, benefits and mechanisms of keeping knowledge and skills up to date through a variety of both traditional and innovative learning activities and reflective practice (outcome 5)

To successfully achieve this outcome, learners must provide the following evidence:

- ◆ Discuss and record the importance of self reflection and CPD to aid personal development.
- ◆ Describe the benefits and importance of accessing regular CPD courses
- ◆ Investigate the variety of industry requirements of both traditional and innovative learning activities and how to access recognised CPD activities to gain employment in a chosen career path.
- ◆ Evaluate the importance of networking and developing professional relationships.

Develop own meta-skills in a vocational context (outcome 6)

To successfully achieve this outcome, learners must generate evidence in a stand-alone assignment, oral questioning or as part of an overall unit project.

Learners gather evidence that demonstrates that they have:

- ◆ carried out a self-assessment of their own meta-skills baseline
- ◆ created a plan for their own meta-skills development
- ◆ carried out activities to develop and demonstrate meta-skills
- ◆ used reflective practice to monitor and assess the meta-skills they have improved or developed

[Skills 4.0: a skills model to drive Scotland's future](#) outlines three categories of self-management, social intelligence and innovation, each with four meta-skills and a number of sub-skills. Learners are not expected to develop or reference all of these, and none are in themselves mandatory. There are many interrelationships and dependencies between these skills and the focus should be on holistic development within the vocational context. Learners should be able to reflect in depth on the meta-skills they are developing and the relationships

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August 2024

between them, and include references to course projects, outputs and experiences that contribute to that development.

It is the depth of reflection that is important, not the number of meta-skills referenced.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should:</p> <p>Professional relationships</p> <ul style="list-style-type: none"> ◆ understand the need to work with other organisations and professionals who have common goals and objectives ◆ know how to effectively build local networks and professional relationships, and regularly communicate with stakeholders ◆ know how to deliver support that cuts across boundaries and reaches out to wider agencies in leisure, health, social and voluntary sectors ◆ understand the importance of developing and sustaining professional relationships to benefit clients and their families ◆ know the importance of communicating effectively with a wide range of professionals from different cultural and organisational backgrounds, including the health, social and voluntary sector ◆ understand the principles of asset-based community development and the importance of resources or assets, including organisations and people in communities ◆ know about the credible local agencies and organisations and relevant professionals from health, social, community, and voluntary sectors who can support people to become more physically active and healthy — what they do, and how to make and maintain regular contact, including identifying key staff 	<p>Outcome 1 Learners can:</p> <p>Professional relationships</p> <ul style="list-style-type: none"> ◆ identify the organisations and professionals most relevant to their work, make contact and communicate in ways that are appropriate ◆ emphasise aspects of their work which are most relevant to partner organisation priorities ◆ check and improve the information they hold about partner organisations, their work and the target population(s) ◆ keep partner organisations and professionals informed of progress and developments in appropriate formats ◆ seek to solve problems jointly with partners where necessary, providing support from their own area of expertise ◆ work with other organisations and professionals to evaluate the impact of working together ◆ develop trust and maintain confidentiality <p>Engagement with partners and people</p> <ul style="list-style-type: none"> ◆ identify and contact relevant organisations and people to build and maintain strong relationships in the community

Knowledge	Skills
<p>Outcome 1 (continued) Learners should:</p> <p>Local pathways</p> <ul style="list-style-type: none"> ◆ understand the difference between a referral, self-referral, a recommendation and signposting, and the role of the health navigator in relation to each ◆ understand the concept of integrated care pathways and the relevant national and local models that exist, for example social prescribing, Making Every Contact Count (MECC), and the potential routes into and out of the brief intervention provided ◆ know about other similar roles, such as link workers, health champions, health coaches, and health trainers or community activators — these job roles or titles may not be consistent across the UK. Include their similarities and differences and which are relevant in a specific locality <p>Signposting, resources and records</p> <ul style="list-style-type: none"> ◆ know where to find information on credible local health and physical activity providers and related stakeholders ◆ know the importance of, and methods to, continually update knowledge and information that is recorded and stored ◆ know how to financially plan <ul style="list-style-type: none"> — profit and loss — tax and national insurance contributions 	

Knowledge	Skills
<p>Outcome 2 Learners should:</p> <ul style="list-style-type: none"> ◆ know how to conduct themselves and portray a professional image ◆ be an ambassador for the sector and display positive health behaviours and provide excellent customer service ◆ know roles and responsibilities of self and others involved in the programme, including the client and other staff and professionals ◆ know relevant industry codes of conduct and ethics related to own role ◆ know current national guidelines, legislation and organisational procedures relevant to own role: <ul style="list-style-type: none"> — data protection — client confidentiality — conflict of interest ◆ know individual organisational policies and procedures in relation to own role and responsibilities, normal operating procedures (NOPs), organisation emergency action plans (EAPs), the importance of risk assessment and how to conduct it ◆ know legislative, regulatory and health and safety requirements 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ demonstrate the ability to work alone and as part of a team with minimal supervision ◆ communicate effectively with clients, team members and colleagues ◆ regularly access advice and personal support as required ◆ demonstrate skills and abilities such as: <ul style="list-style-type: none"> — adaptability — confidence — team working — problem solving — conscientiousness — efficient time management — ability to plan and prepare own work — ability to identify areas for development — ability to follow instructions ◆ demonstrate responsibility and professional duty of care to clients ◆ always ensure client safety and wellbeing ◆ comply with relevant legal and organisational responsibilities: <ul style="list-style-type: none"> — health and safety at work — equality and diversity — safeguarding — data protection — hazard identification — safe working practices — ethics and professional conduct

Knowledge	Skills
<p>Outcome 2 (continued) Learners should:</p> <ul style="list-style-type: none"> ◆ understand core legislation and local policy and procedure that is relevant to this role including: <ul style="list-style-type: none"> — equality and diversity: encompassing the rights of individuals to be treated with respect, as unique individuals, and with reference to the special provisions surrounding protected characteristics as defined by the Equality Act — safeguarding: key principles for working with vulnerable adults, the Disclosure and Barring Service (DBS) requirements of employing organisations, and being aware of local escalation procedures for the purpose of maintaining client and personal safety 	

Knowledge	Skills
<p>Outcome 2 (continued) Learners should:</p> <p>Information governance</p> <ul style="list-style-type: none"> ◆ understand the principles and legal requirements for data protection including GDPR and how to share and store information securely ◆ understand the importance of confidentiality when dealing with sensitive and personal information relating to clients ◆ understand the need to get client consent for the transfer of relevant information to third party providers and outline any risks and benefits of the selected activity or activities ◆ know how to financially plan: <ul style="list-style-type: none"> — profit and loss — tax — national insurance — liability insurance — music licence fees 	

Knowledge	Skills
<p>Outcome 2 (continued) Learners should:</p> <p>Person-centred care</p> <ul style="list-style-type: none"> ◆ understand the concept of inclusive, person-centred care to reflect the following aspects: <ul style="list-style-type: none"> — respecting equality, diversity and client autonomy — supporting people to build on their own capabilities — focusing on what matters to the individual and their family — offering co-ordinated support across multiple episodes, agencies and time, as required — affording people respect, dignity and compassion — knowing the professional role of the practitioner in offering advice, information and interventions tailored to the needs and aspirations of the individual <p>Effective communication</p> <ul style="list-style-type: none"> ◆ understand the role of effective communication in the promotion of lifestyle messages ◆ know which communication skills best help to support lifestyle change conversations and messages ◆ understand the need to communicate clearly, sensitively and effectively with clients and participants, in verbal and written form, and in a solution-focused manner ◆ understand the importance of communicating effectively with a wide range of people from different cultural and demographic backgrounds ◆ know the barriers to communication, such as language difficulties; level of knowledge; cultural, religious and personal beliefs and values; and identify potential solutions 	

Knowledge	Skills
<p>Outcome 3 Learners should:</p> <p>Customer engagement</p> <ul style="list-style-type: none"> ◆ understand different methods to engage with customers: <ul style="list-style-type: none"> — face-to-face — telephone — written (letters, email, posters) — social media — digital technology ◆ know different types of conflict and how to manage them ◆ know different methods to build rapport to maximise the customer experience <p>Customer data</p> <ul style="list-style-type: none"> ◆ know how to interpret customer data to understand the different types of customers and their needs 	

Knowledge	Skills
<p>Outcome 3 (continued) Learners should:</p> <p>Customer service</p> <ul style="list-style-type: none"> ◆ demonstrate exemplary customer service to include: <ul style="list-style-type: none"> — problem solving — discretion — influencing — teamwork — suitable language use ◆ know the full range of activities, services or classes across the facility available to clients and how to provide further information about them ◆ know different demographics, fitness levels or goals of clients and how best to cater for their differing needs ◆ understand relevance of data protection and client confidentiality ◆ know the organisation’s customer charter and service promise and the importance of striving to exceed it ◆ know the related products, systems and technology, for example class booking apps, that help to enhance the customer experience ◆ understand the organisation’s or own products on offer, and how to support secondary spends where appropriate <p>Maintaining client contact</p> <ul style="list-style-type: none"> ◆ understand the importance of continuity of contact with the client in terms of motivation and adherence ◆ understand how using a customer relationship management (CRM) system, or similar local arrangements or tools, can support the practitioner and participant to make and manage behaviour change 	

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the importance of digital media and how to develop a digital plan ◆ social media or digital profiles and their impact ◆ how to set up a professional social media or digital profile ◆ the significance of security and GDPR when it comes to a business using social media 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ analyse the 'marketing mix' ◆ create promotional material for the placement provider ◆ create and develop a social media profile on a platform of their choice ◆ post a variety of content to showcase their skills in the physical activity and health setting ◆ appraise the effectiveness of the placement provider's social media and recommend possible improvements
<p>Outcome 5 Learners should:</p> <p>CPD</p> <ul style="list-style-type: none"> ◆ understand how to keep knowledge and skills up to date ◆ understand the importance of accessing regular relevant CPD activities ◆ understand how to access relevant industry-recognised CPD ◆ keep up to date with industry trends ◆ know how to work in the boundaries of own professional knowledge and competence, based on qualifications and experience. For example, to programme exercise for children and young people it is necessary to have a qualification mapping to the relevant Chartered Institute of Management of Sport and Physical Activity (CIMSPA) professional standard(s) ◆ understand how to complete self-reflection and evaluation to aid personal development ◆ know relevant legislation or policy and guidelines relating to CPD 	<p>Outcome 5 Learners can:</p> <p>Legislative, regulatory and health and safety requirements</p> <ul style="list-style-type: none"> ◆ ensure all relevant legislation, policies and procedures are adhered to and that local escalation procedures are followed in a timely manner in the event of a safeguarding or health and safety concern ◆ communicate with clients in an appropriate place and in a sensitive manner to maintain confidentiality ◆ ensure that risks and benefits are outlined as part of gaining consent

Knowledge	Skills
<p>Outcome 5 (continued) Learners should understand:</p> <p>CPD</p> <ul style="list-style-type: none"> ◆ the importance, benefits and mechanisms of keeping knowledge and skills up to date through a variety of both traditional and innovative learning activities and reflective practice Examples include: <ul style="list-style-type: none"> — inclusion and disability awareness — health and physical activity policy, guidance and/or pathways, and implications for practice — understanding related roles, including social prescribing link workers and health trainers — peer-to-peer mentoring and/or action learning sets — understanding of managing risk for more complex clients: for example, mental health first aid — managing personal stress and developing emotional resilience — on-going learning and supervision for communication techniques including motivational interviewing and behaviour change — seeking and valuing on-going support and mentoring ◆ the methodology of reflective practice and the benefits in terms of gaining knowledge, experience and greater self-awareness ◆ the scope of industry requirements and how to access relevant and recognised CPD activities 	<p>Outcome 5 (continued) Learners can:</p> <p>Data collection and evaluation</p> <ul style="list-style-type: none"> ◆ monitor client progress using relevant methods including systematic record keeping ◆ provide feedback to clients on their progress based on objective and subjective measures ◆ provide verbal and written feedback to service managers on client progress, satisfaction ratings and on ways to improve the service <p>CPD</p> <ul style="list-style-type: none"> ◆ through self-reflection, and in conjunction with a line manager, determine performance and identify relevant individual CPD opportunities so that knowledge and skills are developed and updated regularly (in-line with industry and organisational requirements) ◆ on an ongoing basis, apply reflective practice both as an individual and as part of a team and seek appropriate mentoring ◆ regularly access advice and personal support as required

Knowledge	Skills
<p>Outcome 6 Learners should understand:</p> <ul style="list-style-type: none"> ◆ meta-skills: <ul style="list-style-type: none"> — meta-skills: categories of self-management, social intelligence and innovation, and associated meta-skills, as described in SDS (2018) Skills 4.0: a skills model to drive Scotland's future, Centre for Work-based Learning in Scotland — importance of developing meta-skills: employability, adaptability, effectiveness — specific meta-skills relevant to vocational context: most relevant meta-skills from categories of self-management, social intelligence and innovation ◆ approaches to developing meta-skills: <ul style="list-style-type: none"> — self-awareness: analysing preferences, strengths and weaknesses; meta-skills self-assessment — goal setting and action planning — reflective practice: principles of reflective practice; tools and approaches for effective reflective practice 	<p>Outcome 6 Learners can:</p> <ul style="list-style-type: none"> ◆ plan a strategy for meta-skills development ◆ implement and review plans for meta-skills development ◆ assess own meta-skills development

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the physical activity and health sector.

Self-management

This meta-skill includes:

- ◆ initiative: learners must think for themselves, act without influence, and make contact with relevant organisations and people to build and maintain strong relationships in the community when working with clients in outcome 1
- ◆ adapting: learners must modify or develop new skills and self-educate when developing digital promotional material and creating a social media presence; these skills are vital to their development as a professional in the industry when working with clients in outcome 4

Social intelligence

This meta-skill includes:

- ◆ communicating: learners must show their communication skills to achieve a positive learning experience in their placement and develop listening skills to process vital information. Providing clear and concise verbal or written communication is important when liaising with customers when working with clients in outcome 2

Innovation

This meta-skill includes:

- ◆ critical thinking: learners could have complex problems, such as evaluating the customer journey and recognising different methods to engage with customers. They must break down these problems and develop ways to address them, making judgement calls and carefully thinking about the problems before forming a relevant opinion on them when working with clients in outcome 3
- ◆ curiosity: learners must notice information and ask questions to increase understanding when analysing the variety of CPD courses available. It is vital they are inquisitive at this stage to find out the best ways they can reflect on practice and improve their skills in the future when working with clients in outcome 5

Delivery of unit

This is a mandatory unit in the HNC in Physical Activity and Health. This unit can be delivered as a stand-alone unit or with the following mandatory units:

- ◆ Anatomy and Physiology for Exercise and Human Movement (SCQF level 7)
- ◆ Exercise Practitioner 1 (SCQF level 7)
- ◆ Training Principles for Exercise (SCQF level 7)
- ◆ Health Promotion, Behaviour Change and Nutrition (SCQF level 7)

There are opportunities for cross-assessment and/or holistic assessment across the mandatory units in the HNC in Physical Activity and Health. You should refer to the Next Generation Higher National Educator Guide for guidance and support notes.

Aspects in the unit could support learners in the Exercise Practitioner 1 at SCQF level 7 and Training Principles for Exercise at SCQF level 7 units in developing skills in delivery of exercise and training principles in a physical activity and health setting, and aid development of meta-skills in a vocational context. Opportunities to support learning in the Health Promotion, Behaviour Change and Nutrition at SCQF level 7 unit could arise through investigation of health promotion in the workplace and community. Roles of different services and service providers in the process of behaviour change for clients could be further supported through delivery of the unit.

CIMSPA have developed a [Work-Based and Placement Learning Guide](#) to support centres in setting up meaningful work-based and placement learning experiences for learners in the sport and physical activity sector. This guide provides supportive information about work-based and placement processes and what the placement and learning experience can do for employers, centres and learners. We recommend that you refer to this guide when you deliver the unit.

Professional recognition

Learners completing the HNC in Physical Activity and Health can become a member of the CIMSPA as a gym instructor practitioner, group exercise instructor practitioner, and health navigator.

Additional guidance

The guidance in this section is not mandatory.

Using a 'project' as a method of assessment would be advantageous in this unit. This provides autonomy and confidence for learners, as a large portion of their project work would be done on placement.

The project would provide a holistic approach to combining outcomes, assess a wide range of skills and integrate different activities across the unit. You could support learners to develop the necessary skills in planning, accessing resource material and writing reports.

Research a range of careers in the physical activity and health sector and understand how employees/organisations work collaboratively to support clients (outcome 1)

It is important that you give learners examples of local agencies or organisations and relevant professionals from health, social and community or voluntary sectors. This provides them with a focus during their investigations. When analysing specific job roles, learners could benefit from guest speakers such as link workers, health champions, health coaches, health trainers or community activators.

Field trips to relevant workplaces would be advantageous as learners are asked to contact relevant organisations and people to build and maintain strong relationships in the community.

Carry out and evaluate a work placement in the physical activity and health sector to develop skills as an exercise practitioner (outcome 2)

Learners must generate evidence using a logbook while on work placement. We recommend that the logbook includes a minimum of five entries.

It is important to establish a key contact in the placement provider, as this helps with professional dialogue during the placement. You may not be able to visit learners on placement, so communication with a key contact is important.

A competent person should complete the placement mentor report form in the workplace or facility. They could rate the following factors:

- ◆ attendance
- ◆ timekeeping
- ◆ enthusiasm and attitude to work
- ◆ communication skills with colleagues and customers or clients
- ◆ capability to follow instructions
- ◆ problem solving skills
- ◆ organisational skills

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August 2024

- ◆ capacity to show initiative
- ◆ ability to maintain organisation standards

When evaluating the work placement, learners can reflect on factors such as the choice of placement, responses in the logbook and their feedback from the placement mentor report.

As part of this outcome, centres may wish learners to undertake recognised Equality Diversity, and Inclusion training. In addition, Child Wellbeing and Protection in Sport (CWPS), courses to support learning and teaching.

Analyse the client journey and the importance of customer service in supporting clients and the business or organisation (outcome 3)

You could provide scenarios of client engagement, such as:

- ◆ face-to-face
- ◆ telephone
- ◆ written (letters, email, posters)
- ◆ social media
- ◆ digital technology

This increases the learners' understanding. They could also draw on experience of working with clients in their placement or other relevant settings.

When interpreting client data, learners could use evidence from their studies, such as a health questionnaire or a client interview. If this is unavailable, they could use data from their placement, or a role play situation.

Learners should have access to the following information to analyse and interpret client data to understand the demographics and social background of clients, current physical activity levels and key indicators of health to determine future physical activity goals:

- ◆ Scottish Health Survey (SHeS)
- ◆ Scottish Index of Multiple Deprivation (SIMD)
- ◆ Public Health Scotland (<https://www.healthscotland.scot/>)

Investigate a range of marketing methods in the physical activity and health industry and explain the importance of social media for exercise practitioners and organisations (outcome 4)

The 'marketing mix' provides a useful structure on which the organisation or company can base their promotional campaign. Learners can investigate this, including:

- ◆ product
- ◆ price
- ◆ promotion
- ◆ place

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August 2024

- ◆ people
- ◆ process
- ◆ physical evidence

They should discuss how these points could help improve the services of the placement provider. Learners should use an appropriate software programme to create material that may help their placement provider promote a relevant service.

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August 2024

Social media is used often in the physical activity and health industry, so creating a social media account can be helpful to learners in their future careers. Posting relevant content provides real-life experience and emphasises the benefits of using social media as part of the marketing process.

Learners should investigate the potential problems that can occur in social media, like how easy it is to set up an account and the lack of verification used. People's accounts can be 'hacked', which can lead to them potentially losing their money and identity. Social media companies must follow GDPR, so they must be careful when handling a potential customer's personal data.

Develop an understanding of the importance, benefits and mechanisms of keeping knowledge and skills up to date through a variety of both traditional and innovative learning activities and reflective practice (outcome 5)

You could provide a range of examples of CPD activities to keep learners' knowledge and skills up to date. These could include generic training on:

- ◆ disability awareness
- ◆ first aid
- ◆ factors affecting mental health
- ◆ managing personal stress
- ◆ manual handling.

Centres may wish to encourage learners to access CPD courses via the Public Health Scotland Learning Resource website (<https://www.healthscotland.scot/learning-resources>)

You should highlight industry-specific courses, such as strength and conditioning, group exercise certificates and potential HND, degree or further education courses.

The selection of any potential CPD activities should be relevant and based on learners' chosen career paths. You should consider the skills and experience needed for these career paths.

Learners can reflect and record CPD activities or work placement experiences as part of their self analysis within this outcome. It is recommended that learners make reference to examples, where possible, to support their answers.

Develop own meta-skills in a vocational context (outcome 6)

Learners gather evidence that demonstrates that they have:

- ◆ carried out a self-assessment of their own meta-skills baseline
- ◆ created a plan for their own meta-skills development
- ◆ carried out activities to develop and demonstrate meta-skills

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August 2024

- ◆ used reflective practice to monitor and assess the meta-skills they have improved or developed

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August 2024

Learners can include the evidence in their portfolios. It is the depth of reflection that is important, not the number of meta-skills referenced. Learners can generate evidence in the form of a stand-alone assignment, oral questioning or as part of an overall unit project.

For more information, you should refer to the Next Generation Higher National Educator Guide.

Opportunities for e-assessment

Assessment that is supported by information and communication technology (ICT), such as e-testing or the use of e-portfolios or social software, may be appropriate for some assessments in this unit.

If you want to use e-assessment, you must ensure that you apply the national standard to all evidence and that conditions of assessment, as specified in the 'Evidence requirements' section, are met, regardless of the mode of gathering evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements.

Information for learners

Preparing to work in the Physical Activity and Health Industry (SCQF level 7)

This section explains:

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

Unit information

This unit helps you to prepare for employment in the physical activity and health industry. You gain real-life experience from a chosen placement, which develops a range of skills in a practical environment. You need to self-reflect on your performance and focus on continuing professional development (CPD) throughout.

We recommend that you have a basic knowledge of the range of jobs in the industry and are willing to enhance skills such as organisation, leadership, teamwork, and communication. Previous experience of working with clients to improve their health and fitness would be advantageous.

The unit helps to prepare you for a wide range of job roles in the industry and covers a variety of sectors, including the health, social and voluntary sector. You can research a range of employers, such as the NHS, public or private gyms, leisure centres, leisure trusts, community groups, and local authorities. Based on your research, you can choose a relevant job that relates to your career goals, and set up a placement in a relevant organisation.

You must analyse the client journey and the importance of customer service, investigate a range of marketing methods in the industry and explain the importance of social media. You develop an understanding of the importance of keeping knowledge and skills up to date through a variety of learning activities and reflective practice.

You reflect on the placement experience and explore your preferred career path, including the qualifications and skills needed to succeed in this role. The practical experience gained, including job references and key industry contacts, can help you with your future career aspirations.

The placement should be a minimum of 20 hours and you should use a logbook to monitor your progress. Other assessments include the production of digital promotional material, which help market the services of the placement provider. You also design and create an effective social media presence and post a variety of content relating to the industry.

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August 2024

You learn meta-skills and how to develop them in a vocational context. A large amount of self-study and technique practice is essential to successfully complete the unit.

- ◆ meta-skills are developed in a vocational context. Meta-skills are delivered through experience and include problem solving, critical thinking, communication, creativity and leadership

Meta-skills

Throughout the unit, you develop meta-skills to enhance employability in the physical activity and health industry.

Meta-skills include self-management, social intelligence and innovation.

Self-management

This meta-skill includes:

- ◆ initiative: you must think for yourself, act without influence, and make contact with relevant organisations and people to build and maintain strong relationships in the community when working with clients in outcome 1 and assessing own meta-skills development in outcome 6
- ◆ adapting: you must modify or develop new skills and self-educate when developing digital promotional material and creating a social media presence; these skills are vital to your development as a professional in the industry when working with clients in outcome 4

Social intelligence

This meta-skill includes:

- ◆ communicating: you must show communication skills to achieve a positive learning experience in your placement. You must develop listening skills to process vital information and provide clear and concise verbal or written communication when liaising with customers when working with clients in outcome 2

Innovation

This meta-skill includes:

- ◆ critical thinking: you face complex problems such as evaluating the customer journey and recognising different methods to engage with customers. You must break down these problems and develop ways to address them. You must make judgement calls and carefully think about problems before forming a relevant opinion on them when working with clients in outcome 3
- ◆ curiosity: you must notice information and ask questions to increase understanding when analysing the variety of CPD courses available. It is vital you are inquisitive at this stage, to find out the best ways to reflect on practice and improve your skills in the future when working with clients in outcome 5 and assessing own meta-skills development in outcome 6
- ◆ sense-making: assessing own meta-skills development in outcome 6

Administrative information

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Superclass: HB

History of changes

Version	Description of change	Date
1.1	Changed learners to employees/organisations in outcome 1 title.	15/08/22
1.2	<p>Changes to unit specification:</p> <ul style="list-style-type: none"> ◆ Unit code changed from J6EB 47 to J6T2 47. ◆ Text deleted from page 4: Learners must analyse a minimum of three roles in the physical activity and health sector and discuss the similarities and differences between them. They must explain how they work collaboratively to support clients. Roles include link workers, health champions, health coaches, health trainers and community activators. ◆ Text added to knowledge and skills bullet on page 8 on job roles or titles that may not be consistent across the UK: know about other similar roles, such as link workers, health champions, health coaches, and health trainers or community activators — these job roles or titles may not be consistent across the UK. Include their similarities and differences and which are relevant in a specific locality. 	14/09/22
2.0	<ul style="list-style-type: none"> ◆ Added meta-skills outcome ◆ Amended evidence requirements in outcomes 1 to 5 for clarity. ◆ Changed 'customer' to 'client' in outcome 3. ◆ Added paragraph about Equality, Diversity and Inclusion Training, and Safeguarding training in additional guidance for outcome 2. ◆ Added additional guidance for outcome 5. 	August 2023
3.0	<ul style="list-style-type: none"> ◆ Wording added to outcome 1. ◆ Removal of wording from outcome 2 Evidence requirements and Knowledge and skills table — provide verbal and written feedback to service managers on client progress, satisfaction ratings and on ways to improve the service. 	May 2024

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