

SPORT AND RECREATION
Intermediate 2

Second edition — April 2007

**NOTE OF CHANGES TO ARRANGEMENTS
SECOND EDITION PUBLISHED APRIL 2007**

COURSE TITLE Sport and Recreation (Intermediate 2)

COURSE NUMBER: C219 11

National Course Specification: Minor amendments to update format

National Unit Specification: Minor amendments to update format

National Course Specification

Sport and Recreation (Intermediate 2)

COURSE CODE **C219 11**

COURSE STRUCTURE

This Course has four mandatory Units.

The mandatory Units are:

<i>DX0E 11</i>	<i>Sport and Recreation: Assist with a Component of Activity Sessions</i>	<i>1.5 credit</i>	<i>(60 hours)</i>
<i>DX0F 11</i>	<i>Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry</i>	<i>0.5 credit</i>	<i>(20 hours)</i>
<i>DX0G 11</i>	<i>Sport and Recreation: Assist with Fitness Programming</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DX0H 11</i>	<i>Sport and Recreation: Assist with Daily Centre Duties</i>	<i>1 credit</i>	<i>(40 hours)</i>

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial for candidates to have attained the following or equivalent:

- ◆ Intermediate 1 Sport and Recreation or any of its Units

PROGRESSION

This Course or its Units may provide progression to:

- ◆ National Courses at Higher level
- ◆ Scottish Vocational Qualifications (SVQs) in Sports and Recreation
- ◆ further education
- ◆ training or employment

Administrative Information

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National Course Specification: (cont)

COURSE Sport and Recreation (Intermediate 2)

CREDIT VALUE

The Intermediate 2 Course in Sport and Recreation is allocated 24 SCQF credit points at SCQF level 5*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Course.

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

LINKS TO NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the NOS from levels 1–3 have been incorporated into this Course. As a result, the competence, knowledge and understanding achieved by candidates broadly reflect these standards.

The Units of this Course have been mapped against the following:

- ◆ level 1: Sport Recreation and Allied Occupations
- ◆ level 2: Activity Leadership, Operational Services, Coaching, Teaching and Instructing, Instructing, Exercise and Fitness
- ◆ level 3: Leisure Management, Sports Development, Outdoor Education/Recreation and Development, Coaching, Teaching and Instructing

In this Course, the areas where the above standards are reflected are:

- ◆ adhering to health and safety procedures
- ◆ dealing with facilities and equipment
- ◆ supporting customers/users in sport and recreation activities
- ◆ reviewing own skills and abilities, and setting targets for improvement

National Course Specification: Course details

COURSE Sport and Recreation (Intermediate 2)

RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
 - learning in real or simulated workplace settings
 - learning through role play activities in vocational contexts
 - carrying out case study work
 - planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
 - preparing and planning for the experience
 - taking stock throughout the experience — reviewing and adapting as necessary
 - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers:*
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience

- ◆ *specific vocational skills/knowledge:*
 - Course Specifications highlight the links to NOS in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

RATIONALE FOR INTERMEDIATE 2 SPORT AND RECREATION COURSE

The *Intermediate 2 Sport and Recreation Course* builds on the Intermediate 1 Course but has also been designed to allow suitable candidates to enter at this level. It provides a basis for progression into further education and training/employment in the Sports and Recreation sector. The Course will enable candidates to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector. Candidates will work under supervision in an appropriate sport and recreation environment, but will be expected to become more actively involved with customers and operational staff than candidates taking the Intermediate 1 Course.

The primary target group for this Course is school candidates in S3 and above. It is anticipated that for this group of candidates, as at Intermediate 1, delivery of the Course will rely on, and build on, existing partnerships between schools, further education colleges, employers and other training organisations. These partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. The Course is also suitable for adult candidates who are seeking to enhance their employability and develop introductory vocational skills in the sport and recreation sector.

The general aims of the Course are to:

- ◆ allow candidates to experience vocationally related learning
- ◆ provide candidates with a broad introduction to the sport and recreation sector
- ◆ encourage candidates to foster a good work ethic, including time-keeping and a positive, responsible attitude
- ◆ provide opportunities to develop a range of Core Skills in a realistic setting
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ facilitate progression to further education and/or training

The general aims above are similar to the aims set out in the Intermediate 1 Course. The specific aims for the Intermediate 2 Course are developed from the Intermediate 1 Course and in particular, the aims of the Skills for Work *Intermediate 2 Sport and Recreation Course* are to develop:

- ◆ a broad base of knowledge, skills and understanding related to the sport and recreation industry
- ◆ an awareness of health and safety issues relevant to a range of activities
- ◆ communication and customer care skills
- ◆ Core Skills
- ◆ technical knowledge and skills in relation to setting up and checking equipment
- ◆ good practice in maintaining a clean, tidy and safe working environment
- ◆ skills in planning, reviewing and evaluating activity sessions
- ◆ skills in developing physical training plans, reviewing progress and setting goals for others
- ◆ candidates' ability to benefit from further learning opportunities, study and training opportunities in the area of sport and recreation

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Candidates who have successfully completed the Intermediate 1 Sport and Recreation Course will have the opportunity to further develop in the areas identified above.

The Intermediate 2 Course in Sport and Recreation is designed to meet the needs of the sport and recreation industry. Research confirmed that there is a need to introduce a Course at this level to encourage both school candidates and adult returners into the industry, to reduce skills gaps and to promote the image of sport and recreation as a career area with good prospects.

Candidates may opt for this Course, both because they have an interest in this area of Sport and Recreation, and also because they wish to undertake experiential learning as part of a broad programme of National Courses. This may provide progression to:

- ◆ National Courses at Higher
- ◆ Scottish Vocational Qualifications (SVQs) in Sports and Recreation
- ◆ further education programmes
- ◆ training or employment

Sport and recreation is a well-established industry with qualifications ranging from National Qualifications and SVQs for Sport and Recreation, to Higher National qualification in areas such as Fitness, Health and Exercise, Sports Science, Sport and Recreation Management, Sports Coaching and Sports Therapy. It offers a wide range of career opportunities.

COURSE CONTENT

Summary of Course content

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments — sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting-up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting-up, dismantling and checking equipment and resources; helping to plan and review a training programme, and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

Summary of Unit content

Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2) (1.5 credit)

In this Unit, candidates will assist in the planning and delivery of a component within activity sessions for both a group and a single client, with the person responsible. They will use appropriate resources that meet centre/organisational guidelines. They will carry out risk assessments and health and safety procedures laid out for the activity sessions. Candidates will also assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Candidates will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2) (0.5 credit)

In this Unit, candidates will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.

Sport and Recreation: Assist with Fitness Programming (Intermediate 2) (1 credit)

In this Unit candidates, working with the person responsible, will learn how to develop and organise a physical training plan for a client. Candidates will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will work with the person responsible to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.

Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2) (1 credit)

In this Unit, candidates will gain experience in setting-up and dismantling and storing equipment. They will learn how to:

- ◆ move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements
- ◆ check for faults in equipment and deal with them

Candidates will gain experience in cleaning and tidying areas within the organisation, as well as choosing the correct materials and the appropriate personal protective equipment (PPE). In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Candidates will learn to demonstrate a positive approach when interacting with clients, staff and others. This positive approach will include the ability to communicate appropriately, be responsive, and establish and maintain effective relationships.

ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

Assessment objectives

Assessment across the Units of this Course allows candidates to demonstrate:

- ◆ technical knowledge and skills in relation to working in a sport and recreation setting
- ◆ the skills of planning, reviewing and evaluating, including planning fitness for clients
- ◆ communication and customer care skills
- ◆ awareness of relevant health and safety and risk assessment issues

Each Unit will be supported by a National Assessment Bank item (NAB) which will provide an assessment package and exemplify the national standard.

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Unit assessment

Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2) (1.5 credit)

Assessment evidence will take the form of:

- ◆ relevant information gathered for the each activity regarding client(s), activity and emergency procedures (with personal client details removed)
- ◆ risk assessment for each activity
- ◆ session plans — (1 x group, 1 x individual client)
- ◆ assessor checklists
- ◆ copies of completed emergency procedure report forms (1 x medical, 1 x other type of emergency)
- ◆ personal action plan

Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2) (0.5 credit)

Assessment evidence will take the form of:

- ◆ information on a minimum of three career or further education opportunities, eg job adverts, college prospectuses, magazines, newspapers, print-out of websites
- ◆ information on skills, qualifications and experience required, eg Regulatory and National Governing Body qualifications, National Courses, school/college certificates, SVQs, Register for Exercise Professionals, communication skills, target setting, health and safety awareness, specified length of experience
- ◆ personal skills, qualifications and experience reviewed and mapped against a minimum of two career options
- ◆ personal career action plan for an identified career, showing short and long-term goals including training needs, reviewed on two occasions

Sport and Recreation: Assist with Fitness Programming (Intermediate 2) (1 credit)

Assessment evidence will take the form of:

- ◆ completed client's physical activity record questionnaire
- ◆ completed fitness baseline record for one client
- ◆ client's physical training plan related to two components of fitness, incorporating safety aspects and any necessary modifications, covering a minimum period of six weeks
- ◆ final review form
- ◆ modified client's physical training plan for future use
- ◆ assessor checklist

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2) (1 credit)

Assessment evidence will take the form of:

- ◆ candidate's completed work schedule — showing setting up equipment, taking down equipment, storing equipment, cleaning and tidying facilities
- ◆ centre/organisation equipment and facility reports completed by the candidate
- ◆ assessor checklists
- ◆ evidence of at least three client interactions

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website www.sqa.org.uk

GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

The *Intermediate 1* and *Intermediate 2 Sport and Recreation Courses* may at first appear to be very similar. However, candidates at *Intermediate 2* are expected to take on board more responsibility and be actively involved in the decision making process as they progress through each of the Units. They will have an opportunity to work at a higher level than at *Intermediate 1*, demonstrating that they can undertake tasks which require independent learning, interaction with customers and the ability to work with a greater degree of autonomy. For example, in the *Intermediate 2 Sport and Recreation: Assist with Fitness Programming Unit* candidates will produce a more sophisticated training plan for clients than the plan they produced for themselves at *Intermediate 1*. In the *Intermediate 2 Sport and Recreation: Assist with Daily Centre Duties Unit* candidates have to devise a customised work schedule and work more independently with a greater degree of client interaction than at *Intermediate 1*. In the *Intermediate 2 Sport and Recreation: Assist with a Components of Activity Sessions Unit* candidates take more responsibility for:

- ◆ planning
- ◆ delivering components of activity sessions
- ◆ conducting reviews with clients

They will also have to carry out two emergency procedures related to the specific activity and will have to review their own performance.

The *Intermediate 2 Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry Unit* introduces and allows the candidates to develop basic research skills in designing a 'career plan'. Candidates are required to map their own skills, qualifications and experiences against industry standards.

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

However, it must be stressed that the candidate will be supervised by the person responsible and the decision on how much additional responsibility that can be given to each candidate will be made by the person responsible in each centre.

Suggested order/sequence of delivery

While the sequence of delivery of the Units is for individual centres to decide, a possible approach would be to start with the *Intermediate 2 Sport and Recreation: Assist with Fitness Programming Unit* since this would enable the client's physical training plan to be spread over a longer period of time and so give more time for improvements in fitness to take place.

The two Units *Intermediate 2 Sport and Recreation: Assist with Fitness Programming* and *Intermediate 2 Sport and Recreation: Assist with a Component of Activity Sessions* involve the candidate working with groups and individual clients over a minimum period of six weeks. In the *Intermediate 2 Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry Unit*, the candidate is required to review a personal career action plan over a period of time. In planning delivery centres must therefore ensure that sufficient time is allowed for these activities.

It is of course appreciated that where availability of resources at a particular time is an issue, the sequence of delivery may be affected.

The key principles of the Course

The key principles of experiential learning, employability skills, vocational skills and Core Skills are built into the learning and teaching approaches recommended for each of the Units in this Course.

Candidates need to have the opportunity to develop relevant vocational skills, as well as a variety of real employability skills, in the context of a sport and recreation setting. Some of these skills could be looked upon as generic skills required in the wider workplace, while others are specific to the sport and recreation sector. The Course requires that candidates gain real hands-on experience in an appropriate sport and recreation setting.

Learning and Teaching

Centres will need to ensure that candidates have the basic knowledge required for the different Units. This is particularly important in the *Intermediate 2 Sport and Recreation: Assist with a Component of Activity Sessions Unit* since a working knowledge is required of the activity they are performing/demonstrating. Delivery staff will have to provide the appropriate time to develop candidate's understanding and awareness of the theory and practical skills required for the four Units, for example, basic COSHH regulations in relation to cleaning and tidying equipment and facilities.

It would be appropriate for qualified visiting speakers to provide input into specific aspects of Units, for example, first aid and personal fitness. As well as providing essential knowledge, this will give the candidates a broader perspective on the sport and recreation sector.

It would be beneficial if candidates were able to carry out their practical activities in a variety of different facilities. This would give candidates an opportunity to work with a wider selection of people and participants, although it is appreciated that this will not always be possible.

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Approaches to assessment

Units have been designed so that information can be gathered holistically where possible. A variety of approaches is used for gathering evidence, reflecting the variety of learning experiences offered across the Course. Checklists should be used where appropriate to help reduce the burden of gathering evidence, and the NABs provide a variety of specific examples.

Some employability skills are assessed as part of the essential evidence required for particular Units. However there are other employability skills which are developed and encouraged but not formally assessed. Centres may wish to have regular reviews of the development of these skills with candidates. This could be done along with the formal review process required in some of the Units, for example the *Intermediate 2 Sport and Recreation: Assist with a Component of Activity Sessions Unit*.

Health and Safety

It is essential to ensure that relevant aspects of health and safety are adhered to, particularly when candidates are involved in practical activities, or assisting others in practical activities. It is important that candidates are made aware of the specific health and safety requirements for each of the four Units, in particular *Intermediate 2 Sport and Recreation: Assist with a Component of Activity Sessions* and *Intermediate 2 Sport and Recreation: Assist with Daily Centre Duties*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Course Specification: Course details (cont)

COURSE Sport and Recreation (Intermediate 2)

Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry = A
Sport and Recreation: Assist with a Component of Activity Sessions = B
Sport and Recreation: Assist with Daily Centre Duties = C
Sport and Recreation: Assist with Fitness Programming = D

Employability skill/attitude	Evidence
♦ working co-operatively with others	D
♦ review and self-evaluation	A, B
♦ reviewing progress of others	D
♦ setting targets for self and others	A, B, D
♦ positive attitude to learning	A, B
♦ planning and preparation	B, D
♦ customer care/dealing with clients	B, D
♦ time-keeping	B
♦ taking advice from others	B, D
♦ wearing appropriate dress	B
♦ giving advice and feedback to others	B, D
♦ awareness of relevant health and safety issues	B, C, D
♦ time management	C

Assessment evidence in all Units:

- A = Assessor observation checklists, information on opportunities, skills, qualifications and experience, candidate information, personal career action plan
- B = Assessor observation checklists, activity information, risk assessment form, session plan, report forms, personal action plan
- C = Assessor observation checklists, work schedule, equipment and facility reports, client interactions
- D = Assessor observation checklists, fitness baseline record, client physical training plan, modified client's physical training plan

National Unit Specification: general information

UNIT	Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)
CODE	DX0E 11
COURSE	Sport and Recreation (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Sport and Recreation (Intermediate 2) Course and has been designed to be taken as part of that Course. In this Unit candidates will assist in the planning and delivery of a component within activity sessions both for a group and for a single client, with the person responsible. They will use appropriate resources that meet centre/organisational guidelines. They will carry out risk assessments and follow health and safety procedures for the activity sessions. Candidates should also be able to assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Candidates will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

This Unit is suitable for candidates with no previous experience but will also provide progression for candidates who have completed the Intermediate 1 Course or Units.

OUTCOMES

- 1 Collect relevant information, carry out a risk assessment and produce a plan for a component of an activity session for both a group and for one client, with the person responsible.
- 2 Deliver the component of the activity sessions with the person responsible.
- 3 Carry out emergency procedures in an activity session environment with the person responsible.
- 4 Develop a personal action plan in relation to the activity sessions with the person responsible.

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Assist with a Component of Activity Sessions
(Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial for the candidate to have attained the following or equivalent:

- ◆ *the Intermediate 1 Sport and Recreation: Assist with Activity Sessions Unit*
- ◆ *the Intermediate 1 Sport and Recreation: Dealing with Accidents and Emergencies Unit*

CREDIT VALUE

1.5 credit at Intermediate 2 (9 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Collect relevant information, carry out a risk assessment and produce a plan for a component of an activity session for both a group and for one client, with the person responsible.

Performance Criteria

- (a) Identify the component of each activity to be undertaken and gather information about the activity, clients and emergency procedures for the session, with the person responsible.
- (b) Use information gathered about each activity, to undertake a risk assessment.
- (c) Use the information gathered and the risk assessment to design a plan for the component of each activity session.
- (d) Review the plans with the person responsible and modify if necessary.
- (e) Have the plans approved by the person responsible before the activity sessions begin.

OUTCOME 2

Deliver the component of the activity sessions with the person responsible.

Performance Criteria

- (a) Arrive dressed appropriately and at the specified time for the activity sessions.
- (b) Ensure clients have the correct clothing, equipment and information ready for the start of the activity sessions.
- (c) Give clear instructions, explanations and demonstrations to the clients about the component of the activity sessions.
- (d) Give feedback and respond to any questions from clients.
- (e) Assist with storing the equipment following the activity sessions.
- (f) Assist the person responsible to review the activity sessions with clients.

OUTCOME 3

Carry out emergency procedures in an activity session environment with the person responsible.

Performance Criteria

- (a) Follow the centre/organisation's procedures for emergencies.
- (b) Carry out emergency procedures in accordance with own level of responsibility.
- (c) Report any problems during the emergency to the person responsible.
- (d) Complete relevant reports.
- (e) Review the emergency procedures with the person responsible.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)

OUTCOME 4

Develop a personal action plan in relation to the activity sessions with the person responsible.

Performance Criteria

- (a) Gather information on own performance from each of the activity session.
- (b) Review strengths and weaknesses of own performance in relation to each of the activity sessions, with the person responsible.
- (c) With the person responsible, devise and agree a personal action plan in relation to the activity sessions.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence that covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and written and/or oral recorded evidence:

- ◆ relevant information gathered for each activity regarding client(s), activity and emergency procedures (with personal client details removed)
- ◆ risk assessment for each activity
- ◆ session plans — (1 x group, 1 x individual client)
- ◆ assessor checklists
- ◆ copies of completed emergency procedure report forms (1 x medical, 1 x other type of emergency)
- ◆ personal action plan

In this Unit, candidates will be working under supervision, and will be given support and guidance by the person responsible.

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

National Unit Specification: support notes

UNIT Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

An appropriate sport, recreation or fitness environment is required, where there is access to a range of relevant equipment and facilities, and where candidates have opportunities to work with a variety of clients. This Unit is not suitable for delivery in a conventional classroom setting. Candidates will have limited responsibility and will be supervised by the person responsible. Where any problems arise, candidates must seek help and support from the person responsible.

This Unit is designed to enable candidates to understand and gain the necessary basic skills needed in the planning, delivery and review of activity sessions (both for a group and for an individual client), and in carrying out emergency procedures.

Candidates will have to meet with the person responsible to ascertain what role they will be taking on throughout the activity. Candidates will be expected to gather the necessary information about the client, the group and the relevant emergency procedures for the activity they are assisting with, for example: age, sex, special needs, medication, ability of group, activity location and environment. Using this information, candidates will have to create a risk assessment for the activity and draw up a session plan for a component within an activity, prior to the activity starting. These must be reviewed with the person responsible. Any modifications must be completed before the activity session starts.

Candidates must be dressed appropriately, and arrive at the specified time for the activity, in order to assist the person responsible and help to ensure the clients are prepared for the activity with clothing, equipment and activity information. When coaching/teaching/instructing clients, candidates must ensure that they give clear instructions, explanations, demonstrations, that they give feedback where appropriate and that they respond clearly to client questions. Candidates will have to store activity equipment and review the activity session with the clients in the presence of the person responsible.

It is important that candidates have the knowledge, understanding and practical experience in emergency procedures for the environment in which they are working. For example, indoor swimming pools, gyms and outdoor activity centres are very different environments. Emergency procedures will have to be built into an activity session for both candidates and clients in a realistic working environment, in an activity setting. Candidates will have to follow, carry out and report on the emergency procedures, with help from the person responsible.

Candidates will present information they have collected about the activity sessions they have assisted with, to the person responsible. This information will be used to review the candidate's performance and their strengths and weaknesses, and to draw up a personal action plan for future activity sessions.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In order for the candidate to achieve this Unit it is important to explain the reasons candidates have to meet with the person responsible to plan and organise the activities that they will be assisting with. Candidates must also know and understand the reasons for gathering the relevant information about the client, group, activity and emergency procedures before the activity.

Candidates will be expected to complete a risk assessment based on the activity with which they are assisting, which incorporates details about the clients, the venue of the activity and emergency procedures for the activity. Candidates will complete an activity session plan for a component of the actual activity to be taken by the person responsible. The person responsible will review the candidate's work, and the candidate must then make any modifications, if necessary, and have them approved by the person responsible before the session begins.

Candidates must know and understand the importance of being dressed appropriately and arriving at the specified time for the activity, ready to assist the clients with the correct clothing, equipment and relevant information about the activity.

It would be beneficial for candidates to have completed basic first aid and emergency procedure training before they are assessed for Outcome 3, eg they may have completed the Unit *Sport and Recreation: Dealing with Accidents and Emergencies* (Intermediate 1), or have attended a basic first aid Course and be familiar with a variety of emergency procedures in a sport and recreation environment. Before starting on Outcome 3, candidates should be taught the relevant aspects of Reportable Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) (www.riddor.gov.uk).

Candidates must carry out two different emergency procedures in their realistic working and activity environment; this is to ensure that candidates know what the correct procedures are, what their role is within the centre/organisation, and that they are capable of carrying out the emergency procedures in a competent manner and completing any relevant reports. Candidates will be expected to carry out one medical emergency procedure eg minor/major accident/illness and one other type of emergency procedure, eg fire, security, missing persons. Candidates will report any problems they encounter at any point during the emergency and review their performance with the person responsible at the end of the session. Due to the nature of this Outcome, candidates may not be able to carry out real emergency procedures within their activity setting. Simulations within a classroom type setting may be used for training purposes, however, where simulations have to be used these must be in a realistic working environment that is related to the activity, eg indoor: swimming pool, sports hall, aerobics studio or gym; outdoor: playing fields, water sports facilities, specific outdoor areas, eg abseil crags.

Candidates will develop a personal action plan with the person responsible. Candidates will gather information and evidence on their own performance from the activity session. They will then present the information gathered to the person responsible to review their own performance, highlighting their strengths and weaknesses. The candidate's review will be recorded and a personal action plan for future activity sessions will be agreed.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)

Employability Skills

On completion of this Unit, the candidate will have had opportunities to develop the following employability skills:

*Planning and preparation	*Customer care/dealing with clients	*Time-keeping
*Setting targets for self and others	*Taking advice from others	*Wearing appropriate dress
*Review and self-evaluation	*Giving advice and feedback to others	Completing tasks
Following instructions	*Positive attitude to learning	
Working co-operatively with others	Regular attendance	*Awareness of relevant health and safety issues

Achievement in a number of these employability skills (those marked with an asterisk) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Core Skills

In this Unit, candidates will be involved in planning and reviewing in relation to activity sessions, this provides opportunities during learning and teaching to develop aspects of problem solving. Given that the Unit also requires candidates to assist in answering questions and providing feedback to clients, there are opportunities to develop some aspects of the skill of oral communication.

The opportunity could be taken to emphasise that the employability skills and the relevant Core Skills indicated above are skills that apply to a wide range of situations both in everyday life and in employment.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with a Component of Activity Sessions (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence which covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and written and/or oral recorded evidence:

- ◆ relevant information gathered for the each activity regarding client(s), activity and emergency procedures (with personal client details removed)
- ◆ risk assessment for each activity
- ◆ session plans — (1 x group, 1 x individual client)
- ◆ assessor checklists
- ◆ copies of completed emergency procedure report forms (1 x medical, 1 x other type of emergency)
- ◆ personal action plan

In this Unit, candidates will be working under supervision, and will be given support and guidance by the person responsible.

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

As part of the formative assessment of the Unit, centres may also wish to use a candidate review sheet that encourages candidates to identify progress in some of the employability skills not covered by the formal assessment outlined above.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT	Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)
CODE	DX0F 11
COURSE	Sport and Recreation (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Course Sport and Recreation (Intermediate 2) and has been designed to be taken as part of that Course. In this Unit the candidate will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they are required to identify areas where further training is required. Finally candidates will be required to meet with the person responsible to design a career plan, which is reviewed on two occasions.

This Unit is suitable for candidates with no previous experience but will also provide progression for candidates who have completed the Intermediate 1 Course or Units.

OUTCOMES

- 1 Identify career pathways and relevant skills, qualifications and experience required to progress into employment in the sport and recreation industry.
- 2 Map and review personal skills, qualifications and experience against career options in the sport and recreation industry.
- 3 Develop a personal career action plan based on experience in sport and recreation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)

CREDIT VALUE

0.5 credit at Intermediate 2 (3 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Identify career pathways and relevant skills, qualifications and experience required to progress into employment in the sport and recreation industry.

Performance Criteria

- (a) Gather information about career opportunities from a variety of sources.
- (b) Collect information about the relevant skills, qualifications and experience necessary to progress into the sport and recreation industry.
- (c) Map relevant industry skills, qualifications and experience against the information gathered about career opportunities.

OUTCOME 2

Map and review personal skills, qualifications and experience against identified career options in the sport and recreation industry.

Performance Criteria

- (a) Identify own personal skills, qualifications and experience.
- (b) Map these personal skills, qualifications and experience against industry requirements.
- (c) Identify own strengths and weaknesses.

OUTCOME 3

Develop a personal career action plan based on experience in sport and recreation.

Performance Criteria

- (a) With the person responsible, design a career plan, incorporating short- and long-term goals.
- (b) Identify areas where further training is required.
- (c) Review the plan on two occasions with the person responsible and make necessary amendments.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence that covers all the Outcomes and Performance Criteria is required. This should take the form of the following written and/or oral recorded evidence:

- ◆ information on a minimum of three career or further education opportunities, eg job adverts, college prospectuses, magazines, newspapers, print-out of websites
- ◆ information on skills, qualifications and experience required, eg Regulatory and National Governing Body qualifications, National Courses, school/college certificates, SVQs, Register for Exercise Professionals, communication skills, target setting, health and safety awareness, specified length of experience
- ◆ personal skills, qualifications and experience reviewed and mapped against a minimum of two career options
- ◆ personal career action plan for an identified career, showing short and long-term goals including training needs, reviewed on two occasions

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

National Unit Specification: support notes

UNIT Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates should be given access to information about the sport and recreation industry (which includes fitness) such as industry magazines and papers, the Internet, National Governing Body information (qualification syllabus), college prospectuses, newspapers.

This Unit focuses on finding out about the types of employment skills, qualifications and experience in the sport and recreation industry. The emphasis is on the candidate:

- ◆ gathering information on different employment/further education/training opportunities, for example job adverts, college prospectuses, information from the Institute of Leisure and Amenities Management (ILAM) or the Institute of Sport and Recreation Management (ISRM)
- ◆ collecting information about the skills, qualifications and experience required

Candidates will be required to compile a list of their own personal skills, qualifications and experience and map these against the information gathered on career opportunities and industry requirements. It will be important for the candidates to identify their own strengths and weaknesses, for example, mapping the skills, qualifications and experience which they have against those they need. This will then highlight important areas where further training is required.

With the person responsible, the candidate will draw up a career plan which incorporates both short- and long-term goals. The plan will be reviewed on two occasions over the duration of this Unit, ideally as part of the complete Course, ensuring that necessary amendments made.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It will be important to ensure that the person responsible provides candidates taking this Unit with advice and guidance to gather information on career opportunities.

Candidates will need access to a variety of resources in order to collect information about their career opportunities. This may come from a large variety of sources, some examples are — job adverts in newspapers, magazines, websites, school or college intranet systems, Job Centre, job boards in centres/organisations, college prospectuses. Candidates will need to be provided with access to information on the skills, qualifications and experience that are required in the industry for the specific job roles they select, for example, National Governing Body qualifications, school or college qualifications/certificates, SVQs, length of experience needed to work in the industry. Once the candidate has gained the relevant information, they will need to map their skills, qualifications and experience against two selected careers. This will give the candidate a clear understanding of what is required for specific job roles and the relevant skills, qualifications and experience needed to work in those roles in the sport and recreation industry.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)

It is important for candidates to review their own personal skills and use this information to map these against the information gathered previously. It will be important for the candidate to identify their strengths and weaknesses and identify areas where further training is required, for example, attending National Governing Body training and/or assessment Courses, continuing in further education, completing a vocational training Course, eg Skillseekers, Modern Apprenticeship, Skills for Work Course.

Candidates will gather all relevant information together and present this to the person responsible. This information will be used to design a career plan which will incorporate both short- and long-term goals. The progress of the candidate must be reviewed, with the person responsible, on two occasions, ideally as part of the complete Course, ensuring that necessary amendments made.

Employability Skills

On completion of this Unit, the candidate will have had opportunities to develop the following employability skills:

Working co-operatively with others	*Review and self-evaluation	
Taking advice	*Setting targets for self	*Positive attitude to learning

Achievement in a number of these employability skills (those marked with an asterisk) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Core Skills

In this Unit, candidates will be involved in planning and reviewing in relation to career planning. This gives the opportunity to develop aspects of the Core Skill of problem solving.

The opportunity could be taken to emphasise that the employability skills and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence that covers all the Outcomes and Performance Criteria is required. This should take the form of the following written and/or oral recorded evidence:

- ◆ information on a minimum of three career or further education opportunities, eg job adverts, college prospectuses, magazines, newspapers, print-out of websites
- ◆ information on skills, qualifications and experience required, eg Regulatory and National Governing Body qualifications, National Courses, school/college certificates, SVQs, Register for Exercise Professionals, communication skills, target setting, health and safety awareness, specified length of experience
- ◆ personal skills, qualifications and experience reviewed and mapped against a minimum of two career options
- ◆ personal career action plan for an identified career, showing short and long term goals including training needs, reviewed on a minimum of two occasions

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

As part of the formative assessment of the Unit, centres may also wish to use a candidate review sheet that encourages candidates to identify progress in some of the employability skills not covered by the formal assessment outlined above.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT	Sport and Recreation: Assist with Fitness Programming (Intermediate 2)
CODE	DX0G 11
COURSE	Sport and Recreation (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Course Sport and Recreation (Intermediate 2) and has been designed to be taken as part of that Course. In this Unit candidates, working with the person responsible, will learn how to develop and organise a physical training plan for a client. Candidates will also be able to assist in establishing a client's fitness baseline, taking into account the client's overall objectives. They will work with the person responsible to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan. This Unit is suitable for candidates interested in pursuing a career in the sport and recreation industry and for candidates who have a general interest in fitness programming.

This Unit is suitable for candidates with no previous experience but will also provide progression for candidates who have completed the Intermediate 1 Course or Units.

OUTCOMES

- 1 Develop a physical training plan for an agreed client with the person responsible.
- 2 Monitor the physical training plan and modify it, as required, with the person responsible.
- 3 Review the physical training plan with the person responsible and modify it as required for future use.

RECOMMENDED ENTRY

While entry is at the discretion of the centre it would be beneficial for candidates to have completed the following or equivalent:

- ◆ *the Intermediate 1 Sport and Recreation: Personal Fitness Unit*

Administrative Information

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Assist with Fitness Programming
(Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Sport and Recreation: Assist with Fitness Programming (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Develop a physical training plan for an agreed client with the person responsible.

Performance Criteria

- (a) With assistance from the person responsible, consult with the client and identify two components of fitness to be addressed in the plan.
- (b) Undertake a fitness assessment for both components to establish the fitness baseline of the client and record the results.
- (c) With assistance from the person responsible, plan and design a physical training plan ensuring that the plan takes into account the client's overall objectives.
- (d) With assistance from the person responsible, identify the basic health and safety factors that need to be addressed when designing and implementing the client's physical training plan.

OUTCOME 2

Monitor the physical training plan and modify it, as required, with the person responsible.

Performance Criteria

- (a) With assistance from the person responsible, monitor the client's physical training plan at regular intervals during implementation of the plan.
- (b) With assistance from the person responsible, modify the client's physical training plan and agree the modifications with the client.

OUTCOME 3

Review the physical training plan with the person responsible and modify it as required for future use.

Performance Criteria

- (a) Reassess the two identified components of fitness and review the client's results with the person responsible and the client.
- (b) With assistance from the person responsible, review progress with the client, identify both positive and negative aspects of the design and implementation of the plan.
- (c) With assistance from the person responsible, identify improvements to the client's physical training plan and modify where appropriate.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Assist with Fitness Programming (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence that covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and written and/or oral recorded evidence:

- ◆ completed client's physical activity record questionnaire
- ◆ completed fitness baseline record for one client
- ◆ client's physical training plan related to two components of fitness, incorporating safety aspects and any necessary modifications, covering a minimum period of six weeks
- ◆ final review form
- ◆ modified client's physical training plan for future use
- ◆ assessor checklist

In this Unit, candidates will be working under supervision, and will be given support and guidance by the person responsible.

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

National Unit Specification: support notes

UNIT Sport and Recreation: Assist with Fitness Programming (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

An appropriate sport, recreation or fitness environment is required, where there is access to a range of relevant equipment and facilities, and where candidates have opportunities to work with a variety of clients. This Unit is not suitable for delivery in a conventional classroom setting. Candidates are required to work with the person responsible at all times throughout this Unit. When a situation arises that is outside the candidate's level of responsibility, they must seek help and assistance from the person responsible.

This Unit is designed to enable candidates, with assistance from the person responsible, to develop, design, monitor and review a physical training plan for a client. With the assistance of the person responsible, the candidate will consult with the client to identify two components of fitness to be addressed in the plan, then undertake the necessary assessments to establish the client's fitness baseline and record the results. Examples of components of fitness are cardio-respiratory endurance, muscular endurance, stamina, strength, flexibility, power and speed (other terms can be used). From the information gathered, candidates will design a plan for the client, ensuring that all safety considerations have been addressed. Candidates will have to identify basic health and safety considerations. The plan will have to incorporate reviews of the client's training at regular intervals, for example, once or twice a month. Modifications to the original plan may be made in consultation with the client and the person responsible.

At the final review of the client's physical training plan, with the assistance of the person responsible, the candidate must gather information on the client's progress, evaluate the client's progress, and identify the positive and negative aspects and any improvements to the physical training plan and agree any appropriate modifications which may have to be made for future use of the plan.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Before starting on the activities in this Unit, assessors must ensure that candidates are aware of:

- ◆ the importance of on-going fitness training, and why it is crucial in the development of self and others in the sport and recreation industry (which includes fitness)
- ◆ the components of fitness
- ◆ what a fitness baseline is
- ◆ types of fitness assessment and why they are undertaken
- ◆ why plans are drawn up and why reviews take place at regular intervals
- ◆ the relevant health and safety considerations

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Fitness Programming (Intermediate 2)

Centres should ensure that candidate are shown and taught the basic principles for:

- ◆ carrying out fitness assessments, recording results and establishing a fitness baseline for clients
- ◆ drawing up a physical training plan for clients
- ◆ relevant health and safety considerations when dealing with clients
- ◆ periodic reviews with clients and making appropriate alterations to plans
- ◆ evaluating the client's plan and identifying where improvements can be made
- ◆ reviewing the client's results with the person responsible and the client

Throughout the Unit the candidate will be working alongside the person responsible while assessing the client's fitness. Although the candidate will be contributing to the development, monitoring and review of a client's physical training plan, the person responsible has overall responsibility. At any stage during the candidate's training and/or assessment, candidates must seek help and assistance from the person responsible when situations arise that are outside their level of responsibility.

If the Unit is taken as part of the Sport and Recreation Intermediate 2 Course, the setting of client's short- and long-term goals can be established more easily by spreading delivery of this Unit across the whole Course. The timescales for short- and long-term goals may be set by the centre, however, as a guide a short-term goal would usually be reviewed once or twice a month, where long-term goals would be over two to three months, or more.

In order to achieve this Unit it is important that candidates understand the reasons an ongoing physical training plan is crucial to a client's development in areas of fitness within sport and recreation. With assistance from the person responsible, the candidate will consult with the client to identify two components of fitness to be addressed in the plan. They will then undertake a fitness baseline assessment for both components and record the results. From these results a client's personal physical training plan will be developed, taking into account the client's overall objectives. It is important that the plan incorporates all health and safety considerations and the candidate ensures these are being addressed.

With the assistance of the person responsible, during the period of the client undertaking their physical training plan, the candidate will have to monitor the client's progress and with agreement from the person responsible, make modifications where appropriate. These monitoring and modification review sessions should be held periodically throughout the client's overall plan (guidance on timescales is mentioned above).

At the end of the client's physical training plan, with the person responsible, the candidate will review and evaluate the progress of the client, highlighting both positive and negative aspects of the design and implementation of the plan and identifying further improvements to the physical training plan. The candidate will be expected to collate this information and use it to review the client's results with the person responsible.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Fitness Programming (Intermediate 2)

Employability Skills

On completion of this Unit, the candidate will have had opportunities to develop the following employability skills:

*Planning and preparation	*Setting targets for self and others	*Reviewing progress of others
Time management	*Taking advice from others	*Working co-operatively with others
*Customer care/dealing with clients	Positive attitude to learning	Completing tasks
*Awareness of relevant health and safety issues	Regular attendance	*Giving advice and feedback to others
Time-keeping		Wearing appropriate dress

Achievement in a number of these employability skills (those marked with an asterisk) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Core Skills

In this Unit, candidates will be involved in aspects such as planning, implementing and reviewing in relation to physical training plans. This gives the opportunity to develop aspects of the Core Skill of problem solving. Given that the Unit also requires candidates to assist in providing feedback and advice to clients, there are opportunities to develop some aspects of the skill of oral communication.

The opportunity could be taken to emphasise that the employability skills and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Fitness Programming (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence that covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and written and/or oral recorded evidence:

- ◆ completed client's physical activity record questionnaire
- ◆ completed fitness baseline record for one client
- ◆ client's physical training plan related to two components of fitness, incorporating safety aspects and any necessary modifications, covering a minimum period of six weeks
- ◆ final review form
- ◆ modified client's physical training plan for future use
- ◆ assessor checklist

In this Unit, candidates will be working under supervision, and will be given support and guidance by the person responsible.

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

As part of the formative assessment of the Unit, centres may also wish to use a candidate review sheet which encourages candidates to identify progress in some of the employability skills not covered by the formal assessment outlined above.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT	Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)
CODE	DX0H 11
COURSE	Sport and Recreation (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Sport and Recreation (Intermediate 2) Course, and has been designed to be taken as part of that Course. In this Unit the candidate will gain experience in setting-up and dismantling and storing equipment. They will learn how to:

- ◆ move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements
- ◆ check for faults in equipment and deal with them

The candidate will gain experience in cleaning and tidying areas within the organisation, choosing the correct materials and the appropriate PPE. In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Candidates will learn how to demonstrate a positive approach when interacting with clients, staff and others. This positive approach will include communicating appropriately, being responsive and establishing and maintaining effective relationships.

This Unit is suitable for candidates with no previous experience but will also provide progression for candidates who have completed the Intermediate 1 Course or Units.

OUTCOMES

- 1 Assist with setting-up, dismantling and storing equipment.
- 2 Maintain facility areas in a supervised role.
- 3 Assist with and respond to client needs.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Assist with Daily Centre Duties
(Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial for the candidate to have attained the following or equivalent:

- ◆ *the Intermediate 1 Sport and Recreation: Dealing with Facilities and Equipment Unit*

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Assist with setting-up, dismantling and storing equipment.

Performance Criteria

- (a) After discussion with the person responsible, follow the work schedule for setting-up, dismantling and storing equipment.
- (b) Check equipment prior to set-up, and set-up according to organisational/manufacturers' guidelines.
- (c) Ensure equipment is set-up on time in the correct location.
- (d) Dismantle equipment and store in correct location according to the organisation's guidelines.
- (e) Identify equipment that has been damaged or has missing parts, complete any relevant reports according to the organisation's guidelines and refer any problems to the person responsible.

OUTCOME 2

Maintain facility areas in a supervised role.

Performance Criteria

- (a) After discussion with the person responsible, carry out cleaning and tidying duties according to the daily work schedule.
- (b) Locate correct equipment and Personal Protective Equipment (PPE) for the task being undertaken.
- (c) Deal with and dispose of spillages, breakages and waste safely according to organisational policy as instructed and report in accordance with organisational policy.
- (d) Store cleaning equipment and materials safely and securely according to organisational policy.
- (e) Maintain storage areas in a safe and tidy condition and ensure that no entrances, exits and emergency exits are obstructed.
- (f) Complete any relevant reports and schedules, and refer any problems to the person responsible.

OUTCOME 3

Assist with and respond to client needs.

Performance Criteria

- (a) Respond to client needs and requests appropriately.
- (b) Maintain good client relations.
- (c) Seek help and assistance from others when appropriate.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence that covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and written and/or oral recorded evidence:

- ◆ candidate's completed work schedule — showing setting up, dismantling and storing equipment, cleaning and tidying facilities
- ◆ centre/organisation equipment and facility reports completed by the candidate
- ◆ assessor checklists
- ◆ evidence of at least three client interactions

This Unit is not suitable for delivery in a conventional classroom setting, however, simulation in a work place scenario may be used for the following Outcome and PC: Outcome 2 PC c) eg spillages.

In this Unit, candidates will be working under supervision, and will be given support and guidance by the person responsible.

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

National Unit Specification: support notes

UNIT Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

An appropriate sport, recreation or fitness environment is required, where there is access to a range of relevant equipment and facilities, and where candidates have opportunities to work with a variety of clients. This Unit is not suitable for delivery in a conventional classroom setting.

This Unit covers the relevant aspects of health and safety, giving emphasis to the candidates' understanding of the reasons things are done in a particular way, in accordance with organisation policies and procedures. It also provides opportunities for candidates to interact with clients. Candidates are expected to have a working knowledge of specific materials, chemicals, equipment and legislation.

This Unit is designed to enable candidates to work with the person responsible to develop a customised work schedule for the candidate in the centre or organisation for setting-up, dismantling and storing a limited range of accessible equipment, in a real or simulated working environment.

Candidates must keep to their daily schedules to ensure that the equipment is set-up on time and in the correct location. They must:

- ◆ Check the pieces of equipment for damage or missing parts when setting up
- ◆ Check that the equipment is set up correctly according to the organisation's and manufacturers' guidelines
- ◆ Check the schedule to ensure that the equipment is dismantled and stored at the correct time and place
- ◆ Check when dismantling the equipment for damage and missing parts, and complete any relevant reports. Any problems the candidate encounters must be referred to the person responsible

When carrying out cleaning and tidying duties within the centre/organisation, candidates will have to:

- ◆ locate and use the correct PPE for each of the tasks being undertaken
- ◆ demonstrate, where possible, the correct methods of disposing of any spillages, breakages and other types of waste safely and make sure that these are carried out in line with the centre's or organisation's policies under supervision
- ◆ store the cleaning equipment and materials safely and securely in accordance with the organisations policy and current COSHH (Control of Substances Hazardous to Health) regulations

Candidates should be aware that there should be as little disruption as possible to clients and staff when carrying out these duties. As part of the daily schedule, candidates are required to maintain the facility areas, ensuring that they are kept in a safe and tidy condition and that any entrances, exits and emergency exits are not obstructed. Candidates must be able to complete the relevant reports and inform the person responsible of any problems that have occurred.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)

Candidates will at all times be expected to meet the centre/organisation's standards for appearance and behaviour. Candidates will engage with clients to understand their specific needs in order to assist with their requests and will at all times maintain good client relations. Where candidates cannot deal with any types of client needs themselves they must seek assistance from others.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Before starting on the activities in this Unit, assessors must ensure that candidates have a working knowledge of:

- ◆ basic health and safety knowledge for this Unit, and relevant COSHH information
- ◆ PPE relevant to the tasks being carried out
- ◆ correct methods of moving and handling equipment

Emphasis should be placed on the importance of being familiar with, and adhering to, manufacturers' and organisational instructions, policies and legal requirements for equipment and cleaning and tidying materials.

Outcome 1

In order to achieve this Outcome it is important that candidates must be given training in setting-up, dismantling and storing equipment. The following must be covered:

- ◆ using a variety of equipment both small and large, including equipment that requires the assistance of colleagues to help with moving and handling
- ◆ moving and handling skills
- ◆ how to check equipment for damage and missing parts
- ◆ how to complete relevant reports

Candidates will meet the person responsible to discuss a work schedule and this should give times throughout the day when the candidate is required to set up, dismantle and store pieces of equipment. Before and during the dismantling and storing of equipment, candidates must check equipment for damage and missing parts. These occurrences should be reported in the centre or organisation's logs and must be reported to the person responsible.

Outcome 2

In order to achieve this Outcome it is important that the candidate receives induction training specific to the centre/organisation. This should cover:

- ◆ relevant aspects of using, cleaning and storing correct cleaning and tidying procedures
- ◆ correct Personal Protective Equipment
- ◆ how to complete relevant reports

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)

Candidates will be required, under supervision, to carry out scheduled cleaning and tidying duties, locating the correct Personal Protective Equipment and materials for the work and storing the materials correctly according to the organisation's policies. Candidates will be required to ensure that the areas within centres or organisations are maintained in a safe and tidy condition, ensuring that any entrances, exits and any emergency exits are not obstructed. While carrying out their scheduled work tasks, candidates should be aware that there should be little disruption to the day-to-day running of the centre or organisation. The candidate will be expected to show that they can complete reports and refer any problems to the person responsible.

Where aspects of performance criterion c) cannot be assessed in a real working environment, simulation may be used in a realistic workplace setting.

Outcome 3

In order to achieve this Outcome, candidates must ensure that at all times they meet the centre or organisation standards for appearance and behaviour, for example, wearing a uniform. It will be important for the candidate to:

- ◆ take part in the centre or organisation's induction programme, eg for standards of appearance and behaviour, and familiarisation with the centre or organisation's facilities
- ◆ take part in scenario type training before being assessed to help when they are working in a real working environment dealing with different client needs, for example: different genders, people with disabilities, different age groups, foreign languages and dialects

Candidates will be engaging with clients in a realistic working environment, with supervision, which means they will have to respond to client needs. Candidates will have to assist clients with their needs and requests and maintain good client relations at all times. Where the candidate cannot meet the needs of the client, they will have to seek help from another member of staff.

Employability Skills

On completion of this Unit, the candidate will have had opportunities to develop the following employability skills:

*Time management	Taking advice from others	Wearing appropriate dress
Time-keeping	Positive attitude to learning	Regular attendance
Working co-operatively with others	Setting targets	Completing tasks
Planning and preparation	Customer care/*Dealing with clients	*Awareness of relevant Health and Safety issues

Achievement in a number of these employability skills (those marked with an asterisk) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Daily Centre Duties (Intermediate 2)

Core Skills

In this Unit, candidates will be involved in assisting with, and responding to, client needs. This provides opportunities to develop aspects of oral communication. The Unit also requires candidates to assist in activities which could involve working with other candidates and/or staff and so there may be opportunities to develop some aspects of the skill of working with others as well as aspects of problem solving.

The opportunity could be taken to emphasise that the employability skills and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence which covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and written and/or oral recorded evidence:

- ◆ candidate's completed work schedule — showing setting up, dismantling and storing equipment, cleaning and tidying facilities
- ◆ centre/organisation equipment and facility reports completed by the candidate
- ◆ assessor checklists
- ◆ evidence of at least three client interactions

This Unit is not suitable for delivery in a conventional classroom setting, however, simulation in a work place scenario may be used for the following Outcome and PC: Outcome 2 PC c) eg spillages.

In this Unit, candidates will be working under supervision, and will be given support and guidance by a responsible person.

Evidence should be gathered at appropriate points throughout the Unit.

The NAB item for this Unit provides templates for the documents required. These exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure that they are of a comparable standard. It is recommended that these are submitted to SQA for moderation prior to use.

As part of the formative assessment of the Unit, centres may also wish to use a candidate review sheet which encourages candidates to identify progress in some of the employability skills not covered by the formal assessment outlined above.

Assessor observation checklists and other assessment records should be maintained and kept up to date to keep track of candidate progress and to provide evidence for internal and external moderation purposes.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Daily Centre Duties
(Intermediate 2)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).