

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0081224	-Session-1988-89
-Superclass-	NL	

-Title-	LEISURE AND RECREATION 1
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-DESCRIPTION-

Purpose This module is one of a range which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to develop planning and organisational skills, interpersonal skills and self awareness through leisure and recreation.

This descriptor should be read in conjunction with the descriptor for 81225 Leisure and Recreation 2, which sets more demanding targets for students.

81224 Leisure and Recreation 1 and 81225 Leisure and Recreation 2 provide a framework for recognising and certificating learning experience for a diverse population. Level 1 offers leisure and recreation activities with a high degree of support.

Tutor denotes the individual leading the learning programme in an education or training context.

Preferred Entry Level	Level 1 No formal entry requirements
Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none"> 1. contribute to the planning of a leisure and recreation programme with tutor support; 2. undertake a leisure and recreation programme under supervision; 3. identify the contribution of the knowledge and skills gained to his/her personal development.
Content/ Context	<p><u>Corresponding to Learning Outcomes 1-3:</u></p> <ol style="list-style-type: none"> 1. Students' leisure and recreation experiences vary enormously in the extent to which they are planned and organised. Before students make choices they should be made aware of the widest possible scope for leisure and recreation in their local area. This would serve to expand their own personal definition of leisure and recreation. This learning outcome should focus attention on a range of activities from which students can select a programme. Factors affecting choice will include; available facilities, financial constraints (either personal or institutional), available expertise, the needs of various types of students. At level 1 a significant degree of support is required and this too may serve to limit the range of available choices. It is important that students are encouraged to consider the contribution of leisure and recreation to daily life and to establish the resultant benefits in a way which encourages them to set personal targets. 2. Part of the leisure and recreation programme may take place out of centre and students should have a clear framework in which to operate under these circumstances. Procedures such as reporting, time-keeping and recording are important. These are important aspects of task management and organisational skills and should be given prominence in a programme of personal and social development being undertaken through a leisure and recreation module.

3. Students should reflect on the range of experiences offered by leisure and recreation throughout the module i.e. coping with new situations, undertaking a new pursuit, improving performance, achieving mastery, making new friends and social contacts, planning and budgeting. Discussion should take place between the tutor and individuals or groups of students concerning progress towards personal targets. Consideration should also be given to future involvement in leisure and recreation and target setting.

Suggested
Learning and
Teaching
Approaches

Involving students in decisions which affect them is valuable for personal development as well as a powerful motivating factor. The areas for negotiation in this module include an extensive choice of activities and topics, methods of operation, individual or group participation.

The following learning and teaching approaches are suggested:

- (a) Induction to the module including explanation of key features and establishing working relationships.
- (b) The preparatory/introductory phase of the module is crucial if an effective programme for personal and social development is to be undertaken. Students should identify previous leisure and recreation experiences and these could be shared in group discussion. Tutors should provide information on the variety of leisure and recreation activities available within the centre/institution and also within the wider community. Speakers, videos, visits to leisure and recreational facilities and centres, sport and craft groups, demonstrations could be arranged and books, specialist magazines and pamphlets may be used to inform the student of the widest possible interpretation of leisure and recreation. This would avoid leisure and recreation being defined solely in terms of physical activity.

- (c) During the planning of a programme the student should be asked to explore the benefits of leisure and recreation - physical, mental, stress alleviation, friendships etc. - by exchanging personal experiences, by interviewing others, tutor input etc. Leisure and recreation plans should be drawn up, taking into account local constraints and the need to ensure adequate supervisory support. At level 1 tutors should ensure that programmes for all students include an attempt at one new activity, a group activity - not necessarily whole group - which will encourage group planning and interpersonal skills. Time should be allocated for reviewing and considering roles within leisure and recreation activities. Emphasis should be placed on organisational skills and task management skills involved in the activity/activities: obtaining information, booking facilities, payment/budgeting, travel arrangements etc. At this level much of the foregoing would be supported by the tutor.
- (d) Level 1 students will require considerable support/supervision in the implementation of their programme. Clear guidelines should be provided on attendance, duration of stay and reporting details. It may be impossible to allow for individuals or small groups to absent themselves from a centre/institution. This will need to be taken into account as a constraint when planning programmes. Where students are out of centre, a regular point of contact should be established so that problems or changes of plan can be discussed. An interim group session could be arranged to review progress and consolidate plans. Students should be instructed to record their feelings about personal progress and the standard of performance they are attaining and measure these against any self-constructed targets. Recording feelings about the effectiveness of the programme in terms of arrangements, meeting personal targets etc. is also of importance.
- (e) Tutors should make clear to students how the end of programme interview will be conducted and identify topics for discussion - identification of one strength and one weakness; use of interpersonal skills; expression of personal feelings and reactions to skills and knowledge gained; future plans for participation in leisure and recreation pursuits.

Assessment Procedures Acceptable performance in the module is satisfactory achievement of all the Performance Criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome
 IA Instrument of Assessment
 PC Performance Criteria

LO1-3 IA Practical Exercise and Personal Interviews

In the practical exercise the student is required to plan and complete a leisure and recreation programme during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes as indicated below.

Personal interviews are central to the assessment and will be used to explain the student's experience and development. Personal interviews will be conducted by the tutor and will usually take place on an individual basis but can also be undertaken as a group exercise, at the discretion of the tutor. Interviews may take place on an ongoing basis throughout the module or towards the end of the module. The interview should focus on the Performance Criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1 Planning Sheets
 LO2 Log Sheets
 LO3 Log Sheets and Review Sheet

LO1 **CONTRIBUTE TO THE PLANNING OF A LEISURE AND RECREATION PROGRAMME WITH SUPPORT**

PC The student:

- (a) clarifies his/her leisure and recreation interest;
- (b) defines goals in relation to leisure and recreation;
- (c) reviews available options;
- (d) makes use of information provided to aid planning;
- (e) selects recreation and leisure activities;
- (f) outlines a programme.

IA Personal Interview which focuses on the above performance criteria and which draws on evidence from the planning sheets.

LO2 UNDERTAKE A LEISURE AND RECREATION
PROGRAMME UNDER SUPERVISION

PC The student:

- (a) makes a consistent effort to follow the outline programme;
- (b) makes minor adjustments to the plan;
- (c) records progress towards goals set;
- (d) comments critically on the programme in terms of its arrangements.

IA Personal Interview which focuses on the above performance criteria and which draws on evidence provided by the Log Sheets.

LO3 IDENTIFY THE CONTRIBUTION OF THE KNOWLEDGE
AND SKILLS GAINED TO HIS/HER PERSONAL
DEVELOPMENT

PC The student:

- (a) identifies at least one strength and one weakness in his/her performance throughout the programme;
- (b) identifies and comments clearly on his/her use of interpersonal skills during the programme;
- (c) clearly expresses his/her feelings and reactions to the knowledge and skills gained;
- (d) sets future target in relation to leisure and recreation.

IA Personal Interview which focuses on the above performance criteria and which draws on evidence provided by the Log Sheets and Review Sheet.