



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7190095**UNIT TITLE:** LIFESTART: GAMES AND SPORTS

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

**OUTCOME**

1. SELECT AND CARE FOR EQUIPMENT WHICH CAN BE USED TO PERFORM AN ACTIVITY RELATING TO GAMES AND SPORTS

**PERFORMANCE CRITERIA**

- (a) Materials which are essential to the activity are identified correctly.
- (b) The purpose of essential materials is described correctly in terms of the activity.
- (c) The care of essential materials is demonstrated correctly.

**RANGE STATEMENT**

Care of materials: cleaning; storage.

**EVIDENCE REQUIREMENTS**

Performance evidence for Performance Criteria (a) and (c) and for each critical class in the range statement should be gathered from direct observation of the candidate in the learning environment. Evidence should be gathered on two or more occasions at the activity. The equipment selected can include fixed or portable apparatus/equipment for use in games and sports.

Evidence for Performance Criterion (b) cannot be derived from performance evidence alone. Evidence for Performance Criterion (b) should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

**OUTCOME**

2. PERFORM AN ALLOCATED ACTIVITY IN A LEARNING SITUATION WHILE SUPERVISED

**PERFORMANCE CRITERIA**

- (a) Skills which are appropriate to the activity are demonstrated correctly.
- (b) The allocated activity is carried out with sequencing, timing and organisation which comply with instructions.
- (c) The point of completion for the allocated activity is recognised from instructions.
- (d) The allocated activity is completed to the standard given in the instructions.
- (e) The allocated activity is carried out in accordance with health and safety instructions specified for the learning environment and activity.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

Performance evidence for each Performance Criterion should be gathered from direct observation of the candidate in the learning environment. The evidence should be gathered on two or more occasions at the activity.

The activity can be one which requires the participation of the candidate as a team member, a competitor or alone. During the activity, the candidate must accept decisions from the tutor/trainer.

Where the candidate's knowledge and understanding cannot be inferred from performance evidence alone, for example, understanding the reasons for correct sequencing, timing and organisation, additional evidence should be gathered from the candidate's answers to questions. The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

**OUTCOME**

3. DESCRIBE HEALTH AND SAFETY INSTRUCTIONS

**PERFORMANCE CRITERIA**

- (a) Health and safety instructions applying to the learning environment are described accurately.

- (b) Health and safety instructions applying to the allocated activity are described accurately.

### **RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

### **EVIDENCE REQUIREMENTS**

Evidence for both Performance Criteria should be gathered from the candidate's answers to questions.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

### **OUTCOME**

4. DESCRIBE THE EXPERIENCE OF COMPLETING AN ACTIVITY IN A LEARNING SITUATION IN TERMS OF MEETING PERSONAL TARGETS

### **PERFORMANCE CRITERIA**

- (a) Personal targets are stated accurately in terms of relevance to the activity.
- (b) The extent to which personal targets are met is described accurately.
- (c) The learning gained during the activity is stated accurately in terms of its relationship to future education or training.

### **RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

### **EVIDENCE REQUIREMENTS**

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

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### **ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within

the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

### **SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7190095

**UNIT TITLE:** LIFESTART: GAMES AND SPORTS

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit is designed for the candidate who is developing the basic skills necessary for effective participation in games and sports and who may benefit from delivery in a supported learning environment. This unit can be used for reference purposes during guidance on personal development.

The unit forms part of the National Certificate Lifestart Award. It could also be used as a free standing unit.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will introduce you to activities relating to taking part in games and sports. On completion of the module you will be able to select the correct equipment to carry out activities and carry out activities safely, under supervision. You will also be able to describe what you have learned to do and explain if your personal learning targets have been met.

**CONTENT/CONTEXT** The candidate should achieve the level of competence of someone who can demonstrate the basic skills underpinning personal independence. The skills should be acquired in a supported learning environment, such as that provided by a secondary school

The unit should be seen in the context of the wide range of skills needed for achievement of the National Certificate Lifestart Award and should be integrated into practical activities in the learning environment.

It is suggested that the unit should be delivered in an environment which allows for practical sessions of a minimum of one hour in order to allow time for the realistic practice of skills. Tutors/trainers should use their expertise to provide detailed guidance to the candidate in his or her selection of activities, materials and equipment.

## Corresponding to Outcomes:

1. The candidate should be made aware of the range of fixed and portable apparatus and equipment used for participation in games and sports. This may be achieved through tutor demonstration and candidate practice of the safe movement and assemblage of necessary apparatus and equipment.

The candidate should be able to identify the essential equipment used in games and sports and to describe its purpose.

The candidate should be aware of the care and safe storage of equipment.

2. The activity should be limited to simple practical exercises. The candidate should be made aware of his or her responsibility while participating in games and sports. This responsibility includes the candidate participating to the best of his or her ability, participating with others during activity, accepting decisions from the course tutor during activity and participating within the explained rules of the activity.

3. The candidate's understanding of health and safety instructions should be developed from an appreciation that regulations, generally, follow a real need. For example, equipment should be used only in accordance with its specified purposes; personal equipment should comply with all necessary regulations; particular types of footwear are required for particular surfaces.

The candidate should be introduced to safe working practice. For example ensuring that the practical area is free from any potential hazards - equipment incorrectly stored or incorrectly assembled. The procedure for recognising and reporting potential hazards should be explained to the candidate. This should include faulty or damaged equipment. The candidate should have a basic knowledge of first aid relevant to the activity. This might include the use of a first aid box. The candidate should be able to obtain help and guidance from a first aider.

4. The candidate should describe the experience of completing the activity in terms of meeting his or her personal targets.

The candidate should be made aware of the personal development aspect of the unit and the standard of achievement that will be expected for the satisfactory completion of the unit. This may be done in groups or individually.

The candidate should be given time to discuss his or her progress, wishes and suitability regarding the transfer of the skills acquired, following participation in games and sports.

**APPROACHES TO GENERATING EVIDENCE** Wherever possible, the candidate should be encouraged to relate the outcomes in this unit to his or her own experience of daily living and individual targets.

An integrated approach involving practical work, simulation, residential experience and the sharing of learning experiences can be used to develop the competences required.

The candidate should be encouraged to help in the planning and organisation of activities. This will help the candidate to grow in confidence.

Ongoing discussion and formative assessment should take place throughout the unit and remedial tuition should be provided in a suitable form when appropriate.

**ASSESSMENT PROCEDURES** Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are Practical Exercises, Personal Interviews and Short Answer Questions. When answering questions, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

Outcome 1: Practical Exercises could be used to gather evidence for Performance Criteria (a) and (c). The candidate should undertake a minimum of two separate exercises. A checklist may be used to record evidence of candidate performance.

It is suggested that Short Answer Questions are used to cover Performance Criterion (b).

Outcome 2: Practical Exercises could be used to gather evidence for all Performance Criteria. The candidate should undertake a minimum of two separate exercises. A checklist may be used to record evidence of candidate performance.

It is suggested that three Short Answer Questions are used on each occasion to gather evidence of the candidate's understanding of the reasons for correct sequencing, timing and organisation. There should be one question on each of sequencing, timing and organisation.

Outcome 3: A Personal Interview could be used to gather evidence of the candidate's knowledge and understanding of health and safety instructions. During the interview, it is suggested that the candidate should be asked 4 questions relating to Performance Criterion (a) and 4 questions relating to Performance Criterion (b). The questions constructed by the assessor should be in a format which is appropriate to the candidate's normal mode of communication. This could include diagrams or other visual aids.

Outcome 4: A Personal Interview could be used to enable the candidate to describe his or her experiences in completing activities undertaken in a learning situation. The candidate may also wish to complete a personal profile.

**PROGRESSION** This unit forms part of the National Certificate Lifestart Award. Successful completion of the award will facilitate the candidate's progress to the National Certificate Skillstart Awards.

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

## REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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