



National Unit Specification: general information

UNIT Sporting Activity: Athletics (SCQF level 4)

CODE F82E 10

SUMMARY

On successful completion of this Unit candidates will be able to demonstrate safe and effective participation in selected sporting activity: Athletics. Candidates will be introduced to the concepts and value of reflective learning in the chosen activity.

This Unit is designed for candidates with no previous experience in the selected activity.

OUTCOMES

- 1 Describe personal equipment, its function and prepare for the athletic activity.
- 2 Participate at an introductory level in the athletic activity.
- 3 Evaluate the athletic activity in terms of personal performance.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have an appropriate level of personal fitness to safely undertake the planned activity.

CREDIT VALUE

1 credit at SCQF level 4 (6 SCQF credit points at SCQF level 4*).

**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.*

Administrative Information

Superclass: MD

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National Unit Specification: general information (cont)

UNIT Sporting Activity: Athletics (SCQF level 4)

CORE SKILLS

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

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

National Unit Specification: statement of standards

UNIT Sporting Activity: Athletics (SCQF level 4)

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 SQA.

OUTCOME 1

Describe personal equipment, its function and prepare for the athletic activity.

Performance Criteria

- (a) Describe personal equipment for the activity and explain its function.
- (b) Explain equipment selection for activity.
- (c) Select appropriate personal equipment.

OUTCOME 2

Participate at an introductory level in the athletic activity.

Performance Criteria

- (a) Utilise selected equipment safely and effectively.
- (b) Demonstrate awareness of procedures for safe participation in the activity.
- (c) Techniques and movements are performed consistently at an introductory level.

OUTCOME 3

Evaluate the athletic activity in terms of personal performance.

Performance Criteria

- (a) Describe personal strengths.
- (b) Identify from the athletic activity where there are areas for personal improvement.

National Unit Specification: statement of standards (cont)

UNIT Sporting Activity: Athletics (SCQF level 4)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1: Performance and written and/or oral recorded evidence obtained under controlled, supervised conditions. Candidate must explain their choice of equipment from the appropriate lists given for Outcome 1, and ensure that correctly fitting equipment is used. The following minimum requirements apply.

Personal equipment: Running/training shoes/spikes, clothing (inc. shorts or track bottoms, t-shirt/vest/track top).

Outcome 2: Performance evidence of appropriate equipment usage.

For Performance Criteria (a) the assessor should record performance that all personal equipment is correctly utilised on at least eight separate occasions.

For Performance Criteria (b) the assessor should record performance evidence of safe and effective participation in the selected activity on at least eight separate occasions.

For Performance Criteria (c) the assessor should record performance evidence, for example through a marked checklist/video, or explanatory comment. Evidence should cover techniques and movements appropriate to an introductory level, and candidates should demonstrate these on at least eight separate occasions.

Outcome 3: Written and/or oral recorded evidence obtained under controlled, supervised conditions. Candidate must describe at least two personal strengths and identify at least two areas for personal improvement.

National Unit Specification: support notes

UNIT Sporting Activity: Athletics (SCQF level 4)

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

This is essentially a practical Unit and should be taught in a practical setting with ongoing tutorial support. The Unit also requires underpinning theoretical knowledge of equipment and safety procedures.

For the practical elements of the Unit an appropriate environment (giving consideration to the ability of candidates) and equipment is required. It should be emphasised that this Unit is designed to introduce candidates to the activity under supervised conditions; it is *not* envisaged that candidates would be unsupervised at any time.

Outcomes 1, 2: The following are suggested for the athletic activity.

Candidates should be introduced to the importance of appropriate personal equipment, and given clear guidance on use in different activities within track and field. Personal equipment should include as a minimum Running/training shoes/spikes, clothing (inc. shorts or track bottoms, t-shirt/vest/track top), though depending on the chosen event this may be supplemented. Where appropriate, candidates should be familiarised with facility equipment such as shot, discus, javelin, hammer, hurdles and other event specific items. It will also be necessary to cover environmental issues if working in the outdoors.

Outcome 2: Candidates should be able to perform competently in basic skills, the emphasis in this Unit being on participation and enjoyment. Performance evidence of appropriate equipment usage should be underpinned by the information given as guidance above. Performance evidence of safe and effective participation in the selected activity on at least eight separate occasions allows for the fact that swimming/athletics activities are frequently of relatively short duration. Athletics activities may be undertaken in either an indoor or an outdoor environment.

Outcome 3: As with many other aspects of learning, the importance of reflection in sporting activity at any level is not to be underestimated. The development of physical skills may place stresses on participants which can have a profound effect on personal development, and it is important that the tutor/assessor can empathise with the many emotions which may be experienced in such situations. The candidate should be encouraged to describe at least two personal strengths and identify at least two areas for personal improvement — this may be done orally in the field as long as a suitable means of recording information is used, and indeed allows for greater immediacy and relevance to the assessment process.

National Unit Specification: support notes (cont)

UNIT Sporting Activity: Athletics (SCQF level 4)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be introduced to the selected activity prior to participation. Once involved in the activity there should be an emphasis on participation and achievement: the setting should be safe yet challenging for participants. An effective instructor will aim to spend the majority of their time coaching and teaching rather than managing the environment.

Underpinning knowledge may be developed by the use of handouts, video material, visiting speakers etc. Most of the Unit should, however, be delivered in a practical situation.

Centres should ensure appropriate registration and qualifications for instructors/assessors. If working with candidates under 16 years of age, there are additional considerations for adventure licensing and child protection.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Participating in any sporting activities will frequently require both Oral and Written Communications skills, together with elements of feedback, review and reflection. The importance of group safety, particularly in an athletics environment, will develop skills of *Working with Others*, and the multiplicity of environmental and physical demands on participants will give rise to a need for *Problem Solving* skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Given that this Unit is primarily practically based, candidate evidence should be generated where possible in the field. It is at the discretion of the centre as to how many hours are dedicated towards practical activity. It is however recommended that it should not exceed 30 hours in order to allow candidates time to complete other non practical assessments.

As stated above, the minimum Evidence Requirement is for at least eight sessions. Centres offering different length sessions should give consideration to this and consider the implications for assessment. Centres are encouraged to take into account factors such as; the type of activity, ease of access to facility, location, and semester lengths, in determining the number of sessions delivered and the hours dedicated to each session.

Feedback should be given to the candidate at regular periods within the practical sessions in order to assist the candidate in accurately monitoring and evaluating personal performance which they will need to consider for assessment in Outcome 3.

The tutor is encouraged to adopt an integrated approach to assessment in the Unit.

National Unit Specification: support notes (cont)

UNIT Sporting Activity: Athletics (SCQF level 4)

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements