



National 4
Course
Specification



National 4 Sport and Recreation: Skills for Work Course Specification

Valid from August 2013

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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History of changes to Course Specification

Version	Description	Date
02	2013 - Course re-coded as part of CfE development programme but no change to Course and Unit content.	August 2013

National Course Specification

National 4 Sport and Recreation

COURSE CODE **C219 74**

COURSE STRUCTURE

This Course has five mandatory Units.

The mandatory Units are:

<i>DM7H 10</i>	<i>Sport and Recreation: Skills for Employment</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM7D 10</i>	<i>Sport and Recreation: Assist with Activity Sessions</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM7F 10</i>	<i>Sport and Recreation: Dealing with Facilities and Equipment</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM7L 10</i>	<i>Sport and Recreation: Dealing with Accidents and Emergencies</i>	<i>0.5 credit</i>	<i>(20 hours)</i>
<i>DM7M 10</i>	<i>Sport and Recreation: Personal Fitness</i>	<i>0.5 credit</i>	<i>(20 hours)</i>

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

PROGRESSION

This Course or its Units may provide progression to:

- ◆ National 5 Sport and Recreation
- ◆ National Certificate programmes in Further Education colleges
- ◆ SVQs in Sport and Recreation
- ◆ training/employment

Administrative Information

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National Course Specification: (cont)

COURSE National 4 Sport and Recreation

CREDIT VALUE

The National 4 Course in Sport and Recreation is allocated 24 SCQF credit points at SCQF level 4*.

**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 reflects these standards.

The Units of the 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: Operations and 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 (cont)

COURSE National 4 Sport and Recreation

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 activity
 - taking stock throughout the activity — 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 National 4 Sport and Recreation

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 National Occupational Standards 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 National 4 Sport and Recreation

RATIONALE FOR NATIONAL 4 SPORT AND RECREATION COURSE

This Sport and Recreation Course has been designed to provide a basis for progression into further education and training/employment in the sports and recreation sector. The Course will allow candidates to start to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector.

The primary target group for this Course is school candidates in S3 and S4. It is anticipated that for this group of candidates, 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 Course has been designed to meet the needs of the sport and recreation industry. It has been confirmed that there is a need to introduce a qualification to encourage both school leavers and adult returners into the industry, to reduce the skills gaps and to promote the image of sport and recreation as a career.

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

In particular, the aims of the Course in Sport and Recreation are to:

- ◆ build a broad base of knowledge, skills and understanding related to the sport and recreation industry
- ◆ develop an awareness of health and safety issues relevant to a range of activities
- ◆ develop communication and customer care skills
- ◆ develop aspects of the Core Skill of Working with Others
- ◆ build technical knowledge and skills in relation to setting up and checking equipment
- ◆ develop good practice in maintaining a tidy and safe working environment
- ◆ encourage skills of planning, reviewing and evaluating activity sessions
- ◆ develop skills in setting personal fitness goals and reviewing progress
- ◆ prepare candidates for further learning opportunities, study and training opportunities in the area of sport and recreation

National Course Specification: Course details (cont)

COURSE National 4 Sport and Recreation

The progression from school to workplace can be made more effective if pupils can access vocational programmes. This Course allows them to sample a range of sport and recreation disciplines in a meaningful way, while gaining a recognised National Qualification which provides a variety of progression opportunities. These include:

- ◆ National 5 Sport and Recreation
- ◆ National Certificate programmes in Further Education colleges
- ◆ SVQs in Sport and Recreation
- ◆ suitable training/employment

Sport and Recreation is a well-established industry with qualifications ranging from National Qualifications and SVQs for Sport and Recreation, to Higher National qualifications in areas such as Fitness, Health and Exercise, and Sport and Recreation Management. This Course fills an identified need for an introductory Course that meets the needs of industry and is suitable for school candidates as well as adults wishing to experience a starter Course.

National Course Specification: Course details (cont)

COURSE National 4 Sport and Recreation

COURSE CONTENT

Summary of Course content

The Course content covers the main practical activities involved in carrying out a support role in a sports and recreation environment — assisting with planning, setting up and delivering activity sessions; assisting with setting up, dismantling and checking equipment and resources; assisting with accident and emergency procedures; dealing effectively and courteously with customers/users, staff and others; helping to plan and review a personal training programme, establishing good practice in setting and reviewing personal goals. The Course content also covers Health and Safety legislation.

Summary of Unit content

Sport and Recreation: Skills for Employment (Intermediate 1) (1 credit)

On completion of this Unit the candidates should be able to demonstrate a positive approach when interacting with customers, staff and others. This positive approach should include communicating appropriately, being responsive and establishing and maintaining relationships. Candidates will also have developed the ability to review their own progress, identify their strengths, their weaknesses and review their own development needs.

Sport and Recreation: Assist with Activity Sessions (Intermediate 1) (1 credit)

On completion of this Unit the candidate will be able to assist in the planning and delivery of activity sessions with the person responsible, using appropriate resources that meet both centre/organisational guidelines and health and safety procedures laid out for the activity sessions. Candidates should also be able to assist in reviewing the activity session with participants and use this evaluation to inform future activity sessions.

Sport and Recreation: Dealing with Facilities and Equipment (Intermediate 1) (1 credit)

On completion of this Unit the candidate will have gained experience in setting up and taking down equipment. They will have been involved in ensuring that the manual handling of equipment complies with the manufacturer's instructions as well as with organisational regulations. They will also be aware of the need to check for faults with the equipment and of how these faults might be dealt with. The candidate will have gained experience in cleaning and tidying areas within the organisation, choosing the correct materials and choosing the appropriate personal protective equipment for the task. In addition, they will have gained knowledge and understanding of the importance of the relevant health and safety procedures required.

Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1) (0.5 credit)

This Unit introduces the candidate to procedures for dealing with injuries and emergencies in a sport and recreation setting. Candidates will participate in a number of practical activities, which will help them to develop knowledge and understanding of a range of procedures to deal with injuries and emergencies, they should be able to complete organisational report forms.

National Course Specification: Course details (cont)

COURSE National 4 Sport and Recreation

Sport and Recreation: Personal Fitness (Intermediate 1) (0.5 credit)

In this Unit candidates will learn, with assistance, how to identify their fitness baseline, plan and organise their own ongoing physical training plan, setting both short and long-term personal goals, before putting the physical training plan into action. Candidates will then review their progress with a person responsible and highlight areas that went well, and those that need improvement, before drawing up a revised plan.

ASSESSMENT

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

Assessment objectives

The assessment objectives of the Course include:

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

Unit assessment

Sport and Recreation: Skills for Employment (Intermediate 1) (1 credit)

Assessment in this Unit consists of:

- ◆ two observation checklists for interactions with customers
- ◆ two observation checklists for activities involving working with others
- ◆ two progress review sheets

Sport and Recreation: Assist with Activity Sessions (Intermediate 1) (1 credit)

Assessment in this Unit consists of:

- ◆ plans for at least two activity sessions
- ◆ an assessor checklist
- ◆ a review pro forma

Sport and Recreation: Dealing with Facilities and Equipment (Intermediate 1) (1 credit)

Assessment in this Unit consists of:

- ◆ an assessor checklist
- ◆ a candidate log of completed activities

National Course Specification: Course details (cont)

COURSE National 4 Sport and Recreation

Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1) (0.5 credit)

Assessment in this Unit consists of:

- ◆ a short response test
- ◆ an observation checklist
- ◆ completed report forms

Sport and Recreation: Personal Fitness (Intermediate 1) (0.5 credit)

Assessment in this Unit consists of:

- ◆ a physical training plan including a baseline fitness plan
- ◆ a log sheet
- ◆ a review of progress together with a revised plan

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

National Course Specification: Course details (cont)

COURSE National 4 Sport and Recreation

GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

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 *Personal Fitness* and *Skills for Employment* Units, since this would enable:

- ◆ the personal fitness activities to be spread over a longer period of time and so give more time for improvements in fitness to take place
- ◆ evidence for the *Skills for Employment* Unit to be gathered during delivery of the other Units

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 require to have the opportunity to develop both 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 employability skills required for 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 *Assist with 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 candidates understanding and awareness of the theory and practical skills required for the five 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 the 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 the candidates an opportunity to work with an alternative selection of people and participants, although it is appreciated that this will not always be possible.

National Course Specification: Course details (cont)

COURSE National 4 Sport and Recreation

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 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 *Skills for Employment* 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 five Units, in particular *Assist with Activity Sessions* and *Dealing with Facilities and Equipment*.

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 National 4 Sport and Recreation

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, D and E as indicated.

Sport and Recreation: Skills for Employment	= A
Sport and Recreation: Assist with Activity Sessions	= B
Sport and Recreation: Dealing with Facilities and Equipment	= C
Sport and Recreation: Dealing with Accidents and Emergencies	= D
Sport and Recreation: Personal Fitness	= E

Employability skill/attitude	Evidence
◆ reviewing progress	A, B, E
◆ dealing with customers	A, B
◆ taking advice	A, B, C, E
◆ self evaluation	A, E
◆ setting targets	A, B, E
◆ wearing appropriate dress	A, B, C
◆ working co-operatively	A, D
◆ planning and preparation	B, E
◆ time keeping	B
◆ giving advice	B
◆ completing tasks	B
◆ awareness of health and safety procedures	C, D
◆ following instructions	C, D
◆ time management	E
◆ positive attitude to learning	B, C, D

Assessment evidence in all Units:

- A = Assessor observation checklists, candidate review
- B = Assessor observation checklists, candidate review, activity session plan, risk assessments
- C = Assessor observation checklists, candidate review, candidate log, reports
- D = Assessor observation checklists, candidate review, candidate knowledge and understanding questions, accident report
- E = Assessor observation checklists, candidate review, fitness baseline review, training plan, log sheet, revised training

National Unit Specification: general information

UNIT Sport and Recreation: Skills for Employment (Intermediate 1)

CODE DM7H 10

COURSE National 4 Sport and Recreation

SUMMARY

This Unit is a mandatory Unit of the National 4 Sport and Recreation Course and has been designed to be delivered as part of that Courses integrating with the other Units within the Course.

On completion of this Unit the candidates should be able to demonstrate a positive approach when interacting with others including customers. This positive approach should include communicating appropriately, being responsive and establishing and maintaining relationships. Candidates will also have developed the ability to review their own progress, identify strengths and weaknesses and identify their own development needs.

OUTCOMES

- 1 Interact positively with customers.
- 2 Establish and maintain good working relationships with others.
- 3 Review own performance and identify areas for improvement.

RECOMMENDED ENTRY

Access to this Unit is at the discretion of the centre.

Administrative Information

Superclass: HB

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Skills for Employment (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (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.*

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: Skills for Employment (Intermediate 1)

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

Interact positively with customers.

Performance Criteria

- (a) Meet centre/organisation standards for appearance and behaviour.
- (b) Greet and communicate with customers politely and clearly.
- (c) Ask appropriate questions to establish customer needs.
- (d) Respond to customer's questions and seek help from others where necessary.

OUTCOME 2

Establish and maintain good working relationships with others.

Performance Criteria

- (a) Carry out agreed duties in a specified group task.
- (b) Ensure that communication with others is clear and accurate.
- (c) Give help and assistance to others when needed.
- (d) Ask for help and advice from others when needed.

OUTCOME 3

Review own performance and identify areas for improvement.

Performance Criteria

- (a) Gather feedback from others on specified aspects of own skills and abilities.
- (b) Identify own strengths and weaknesses.
- (c) Identify areas for improvement and relevant action points.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Skills for Employment (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence which covers all the Outcomes and Performance Criteria is required.

For Outcome 1 this should take the form of performance evidence for a minimum of two customer interactions, supported by an assessor checklist.

For Outcome 2 this should take the form of performance evidence for at least two activities, supported by an assessor checklist.

Assessor checklists should be based on observation, on an ongoing basis, in the workplace or a sport and recreation setting.

For Outcome 3, the evidence should take the form of two candidate review sheets — one based on an interim review, and one based on a review carried out towards the end of the candidate's involvement in activities.

It is expected that, at this level, the candidate will be given support and guidance from the assessor/person responsible before completing the final review.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1 and 2, and candidate review sheets for Outcome 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Sport and Recreation: Skills for Employment (Intermediate 1)

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 and recreation 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 customers/users. This Unit is not suitable for delivery in a conventional classroom setting.

This Unit focuses on some of the crucial employability skills in the context of a sport and recreation setting. The emphasis on developing the skills outlined in the Outcomes is essential in order to ensure that candidates understand the importance of how they deal with customers and others if they are to progress in this vocational area. This Unit also provides the opportunity to emphasise to candidates that making progress in areas of personal development by a process of review, taking feedback from others and setting targets for improvement are all integral to success in real vocational contexts.

When delivering this Unit as part of the Sport and Recreation Course at Intermediate 1, opportunities to identify, develop and practice the relevant skills in a variety of activities and situations will occur throughout the course, for example through role-play type scenarios. It is therefore strongly recommended that delivery of this Unit is integrated throughout the Course. In particular, opportunities to develop and demonstrate these skills can be found in the *Dealing with Facilities and Equipment* and *Assist with Activity Sessions* Units.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It will be important to ensure that candidates taking this Unit are provided with advice and guidance on what is expected of them when they are involved in a sport and recreation setting. At Intermediate 1 it is not expected that candidates will be able to pick up skills and abilities simply by being involved in a practical setting for a period of time.

Candidates must be given a clear information, advice and guidance about what their role is within the organisation with regards to:

- ◆ appearance, eg wearing of a centre/organisation uniform
- ◆ behaviour, eg communications with colleagues and others including centre staff
- ◆ dealing with customers needs and questions
- ◆ working cooperatively with others in the organisation

It is also important that candidates get support and feedback from a responsible person on their self assessment and progress. This feedback should highlight aspects where they did well and areas that require improving. Discussion with candidates, using the feedback, will help in identifying action points for improvement.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Skills for Employment (Intermediate 1)

Employability Skills

During this Unit, candidates will have opportunities to develop the following employability skills:

- *Reviewing progress
- *Dealing with customers
- *Taking advice
- *Self-evaluation
- *Setting targets
- *Wearing appropriate dress
- *Working cooperatively

Achievement in all these employability skills will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

Core Skills

This Unit provides opportunities for developing aspects of Working with Others. The Unit also provides opportunities to develop the general skill of producing and responding to straightforward oral communication, particularly in the areas of:

- ◆ interacting with the customers by asking questions to identify needs and then responding to these identified needs
- ◆ discussing with the appropriate responsible person strengths and weaknesses, reviewing progress and agreeing action points

The opportunity could be taken during this Unit 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.

For Outcome 1, this should take the form of performance evidence for a minimum of two customer interactions, supported by an assessor checklist. An example of a customer interaction could be a customer enquiry, a booking or a complaint.

For Outcome 2, this should take the form of performance evidence, supported by an assessor checklist, for at least two activities, where the candidate is working with others in a routine specified task. Where this Unit is taken as part of the National 4 Sport and Recreation course, these activities will arise in other Units of the Course.

Assessor checklists should be based on observation, on an ongoing basis, in the workplace or a sport and recreation setting.

For Outcome 3, the evidence should take the form of two candidate review sheets — one based on an interim review, and one based on a review carried out towards the end of the candidate's involvement in activities.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Skills for Employment (Intermediate 1)

It is expected that, at this level, the candidate will be given support and guidance from the assessor/person responsible before completing the final review.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes assessor checklists for Outcomes 1 and 2, and a candidate review sheet for Outcome 3. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. If a centre designs its own assessments, it is recommended that they have the assessments prior verified by SQA.

As indicated above, it is strongly recommended that, when this Unit is being taken as part of the Course, delivery should be integrated throughout the Course. This means that the necessary evidence can be gathered at appropriate points during the Course rather than in a restricted 40 hour block.

In particular, opportunities to gather evidence can be found in the activities undertaken in the *Dealing with Facilities and Equipment* and *Assist with Activity Sessions* Units.

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 Activity Sessions
(Intermediate 1)

NUMBER DM7D 10

COURSE National 4 Sport and Recreation

SUMMARY

This Unit is a mandatory Unit of the National 4 Sport and Recreation Course, but may also be taken as a free-standing Unit.

On completion of this Unit the candidate will be able to assist in the planning and delivery of activity sessions with the person responsible, using appropriate resources that meet both centre/organisational guidelines and health and safety procedures laid out for the activity sessions. Candidates should also be able to assist in reviewing the activity session with participants and use this evaluation to inform future activity sessions.

OUTCOMES

- 1 Assist in the planning of activity sessions.
- 2 Assist with activity sessions.
- 3 Review activity sessions.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 1 (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.*

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Assist with Activity Sessions (Intermediate 1)

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 Activity Sessions (Intermediate 1)

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 in the planning of activity sessions.

Performance Criteria

- (a) Collect and gather relevant information about the activity, equipment, facility, health and safety requirements, risk assessment and participants.
- (b) Contribute to the preparation of a plan for the activity.
- (c) Ensure that your contribution to the plan is approved by the person responsible, prior to the start of the activity.
- (d) Agree your role during the activity, with the person responsible.

OUTCOME 2

Assist with activity sessions.

Performance Criteria

- (a) Arrive on time and dressed appropriately for the activity session.
- (b) Assist the person responsible to explain and demonstrate the activity clearly and safely.
- (c) Respond where appropriate to any relevant questions from participants.
- (d) Observe participants and assist the person responsible with feedback when required about the activity.
- (e) Refer any problems to the person responsible for the activity.

OUTCOME 3

Review activity sessions.

Performance Criteria

- (a) Assist the person responsible to review the activity session with participants.
- (b) Compare with the person responsible for the activity session the reviews from the participants.
- (c) Identify aspects of the activity session that went well, and aspects that could be improved.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Assist with Activity Sessions (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence which covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and product evidence:

- ◆ plans for at least two activity sessions (including the related risk assessments), one of which should be for an individual and one for a group activity, approved by the person responsible;
- ◆ an assessor checklist of candidate's active involvement in assisting with a minimum of another **two** activities, (ie different from those for which plans were prepared);
- ◆ a review pro forma completed by the candidate which provides a review of at least two of the activities in which they have been involved, identifying aspects which went well and also any aspects which could be improved. One of these reviews should be of an individual activity and one should be of a group activity.

It is expected that, at this level, the candidate will be given support and guidance from the assessor/person responsible before completing the final work.

Evidence should be gathered at appropriate points throughout the Unit.

The National Assessment Bank item exemplifies the standard that should be applied, and contains a template for a plan, an assessor checklist and a review pro forma. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Sport and Recreation: Assist with Activity Sessions (Intermediate 1)

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 and recreation 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 customers/users. This Unit is not suitable for delivery in a conventional classroom setting.

This Unit is designed to enable candidates to assist the person responsible to plan, oversee and review activity sessions. Candidates will be required to do this for a variety of activities. The activities in which candidates are involved should include at least one individual activity and at least one group activity. The role of the candidate will be agreed, plans will be completed, and approval from the person responsible will be given prior to the activity starting. The session plans must take into account the nature of the groups and the relevant health and safety implications. This will involve the candidate seeking out the relevant risk assessment and including this with the plan. The candidate will have to ensure that they are on time and dressed appropriately and may assist the person responsible in setting up at the start and clearing the area at the end. Candidates will assist in demonstrating the activity, observing participants and giving and getting relevant feedback when appropriate. Using the feedback from the participants will help the candidate identify aspects of the activity session that could be improved upon.

It is important during any stage of their involvement that the candidate is aware that they are to refer any problems to the person responsible for the activity session. Seeking and accepting advice is one of the important generic skills which is promoted in this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In order for the candidate to achieve this Unit it is important that candidates understand the reasons why activity sessions need to be planned. The plan has to be checked by the person responsible and any alterations made prior to activity session starting. Therefore, these plans could be done in a classroom environment. Candidates should know about the existence and purpose of risk assessments, and should know that risk assessments are essential. Candidates should have a basic understanding of the relevant health and safety issues relevant to the activities they are assisting with and should be aware of the implications of not adhering to them.

Assisting with activity sessions must be done in a real or simulated working environment and the activities must include both individual and group activities. Candidates must not be left in any kind of supervisory capacity and must always work with a responsible person for the purposes of this Unit. It is important that candidates turn up on time and are suitable dressed for the activity.

Candidates must assist the person responsible with demonstrations, assist with any relevant participant questions and observe and give basic feedback to participants. The candidate should be able to refer any problems about the activity to the person responsible.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Activity Sessions (Intermediate 1)

The candidate will assist the person responsible with the review of the activity session with the participants, and then review the overall effectiveness of the session, with the person responsible, identifying aspects that went well and aspects that could be improved.

Employability Skills

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

- | | | |
|---------------------------|----------------------------|----------------------------|
| *Planning and preparation | *Dealing with customers | *Time-keeping |
| *Setting targets | *Taking advice from others | *Wearing appropriate dress |
| *Reviewing progress | *Giving advice | *Completing tasks |
- *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.

Core Skills

There are opportunities during learning and teaching to develop aspects of problem solving such as planning and reviewing in relation to physical activity sessions. Given that the Unit also requires candidates to assist in answering questions and providing feedback to participants, there are opportunities to develop some aspects of the general skill of oral communication. There are good opportunities for interacting co-operatively with others and developing some aspects of the Core Skill, Working with Others.

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 product evidence:

- ◆ plans for at least two activity sessions (including the related risk assessments), one of which should be for an individual and one for a group activity, approved by the person responsible
- ◆ an assessor checklist of candidate's active involvement in assisting with a minimum of another **two** activities, (ie different from those for which plans were prepared)
- ◆ a review pro forma completed by the candidate which provides a review of at least two of the activities in which they have been involved, identifying aspects which went well and also any aspects which could be improved. One of these reviews should be of an individual activity and one should be of a group activity

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Assist with Activity Sessions (Intermediate 1)

It is expected that, at this level, the candidate will be given support and guidance from the assessor/person responsible before completing the final work.

Evidence should be gathered at appropriate points throughout the Unit.

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.

Activity session plans could incorporate sections for the candidate to write their evaluation of the activity session, and sections for the person responsible for the activity to review aspects of the candidate's performance at the end of the activity session.

The National Assessment Bank items sets the standard that should be applied, and will contain a template for a plan, an assessor checklist and a review pro forma. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. If a centre designs its own assessments, it is recommended that they have the assessments prior verified by SQA.

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: Dealing with Facilities and Equipment
(Intermediate 1)

NUMBER DM7F 10

COURSE National 4 Sport and Recreation

SUMMARY

This Unit is a mandatory Unit of the National 4 Sport and Recreation Course, but may also be taken as a free-standing Unit.

On completion of this Unit the candidate will have gained experience in setting up and taking down equipment. They will have been involved in ensuring that the manual handling of equipment complies with the manufacturer's instructions as well as with organisational regulations. They will also be aware of the need to check for faults with the equipment and of how these faults might be dealt with. The candidate will have gained experience in cleaning and tidying areas within the organisation, choosing the correct materials and choosing the appropriate personal protective equipment for the task. In addition, they will have gained knowledge and understanding of the importance of the relevant Health and Safety procedures required.

OUTCOMES

- 1 Participate, in an allocated role, in setting up a range of sport and recreation equipment.
- 2 Participate, in an allocated role, in taking down and storing of sport and recreation equipment.
- 3 Participate, in an allocated role, in the cleaning and tidying of sport and recreation facility areas.

RECOMMENDED ENTRY

Access to this Unit is at the discretion of the centre.

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Dealing with Facilities and Equipment
(Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (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.*

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: Dealing with Facilities and Equipment (Intermediate 1)

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

Participate, in an allocated role, in setting up a range of sport and recreation equipment.

Performance Criteria

- (a) Locate correct equipment and check to see equipment is free from faults, damage or missing parts, and report in accordance with organisational policy.
- (b) Remove equipment from storage areas following correct health and safety guidelines.
- (c) Make sure that equipment is set up on time in the correct location, is in good working order and is safe and secure.

OUTCOME 2

Participate, in an allocated role, in taking down and storing sport and recreation equipment.

Performance Criteria

- (a) Check equipment for faults, damage or missing parts.
- (b) Follow correct health and safety procedures when taking down and moving equipment.
- (c) Store equipment safely in correct storage area, according to organisational procedures.
- (d) Ensure the storage area is free of hazards and is clean and tidy.
- (e) Remove any faulty or damaged equipment to correct storage location and report in accordance with organisational policy.

OUTCOME 3

Participate, in an allocated role, in the cleaning and tidying of sport and recreation facility areas.

Performance Criteria

- (a) Clean and tidy equipment and areas according to planned schedules using the correct equipment and materials.
- (b) Wear protective clothing appropriate to the equipment and materials you are using.
- (c) Use the appropriate equipment, materials and methods in line with the organisation's policy and practice.
- (d) Deal and dispose of spillages, breakages and waste safely according to organisational policy as instructed and report in accordance with organisational policy.
- (e) Store equipment and materials safely and securely according to organisation policy.
- (f) Maintain the areas in a safe and tidy condition and ensure that any entrances, exits and emergency exits are not obstructed.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Dealing with Facilities and Equipment (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence which covers all the Outcomes and Performance Criteria is required. This should take the form of:

- ◆ Performance evidence for Outcomes 1 and 2, recorded by means of an assessor checklist
- ◆ A candidate log of completed activities for Outcome 3, to include a record of any reporting activity, approved by the person responsible

At this level, candidates will participate in the activities as stated in the Outcomes and will not be expected to take sole responsibility for any of these activities. They are required to take an active part with support and guidance from the person responsible, and carry out relevant tasks as identified by the person responsible.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes an assessor checklist and candidate log. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Sport and Recreation: Dealing with Facilities and Equipment (Intermediate 1)

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 and recreation 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 customers/users. This Unit is not suitable for delivery in a conventional classroom setting.

This Unit is intended to give candidates a broad awareness of the relevant aspects of health and safety, with the emphasis on the candidate understanding the reasons why things are done in a particular way, in accordance with organisation policies and procedures. This Unit is not intended for candidates to have a detailed knowledge of specific materials and chemicals or of legislation.

This Unit is designed to enable candidates to set up, take down, clean and tidy sport and recreation equipment in a real or simulated working environment, ie, a leisure/activity centre. It is intended that candidates should work with a limited range of accessible equipment. Candidates will have to demonstrate they know how to set up and take down a range of sport and recreational equipment, adhering to manufacturers and operational guidelines at all times. They should gain experience of dealing with faulty/damaged equipment and equipment with missing parts.

Candidates will have to demonstrate the correct methods of cleaning and tidying areas using the correct equipment and materials and handle them according to COSHH and the organisation's policies. They should ensure the cleanliness and hygiene of the areas and that any waste is deposited according to the organisational policies and legal requirements. Candidates should be aware that there should be as little disruption as possible when carrying out cleaning and tidying duties, for example when working around customers. Candidates must also ensure that entrances, exits and emergency exits are kept clear at all times.

Candidates must be able to complete the relevant report logs and inform the person responsible of any problems that occurred in the organisation.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Before starting on the activities in this Unit, candidates should be taught the relevant aspects of:

- ◆ basic health and safety knowledge for this Unit, and relevant COSHH (Control of Substances Hazardous to Health) information
- ◆ Personal Protective Equipment (PPE) — relevant to the tasks being carried out.

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 should be emphasised.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Dealing with Facilities and Equipment (Intermediate 1)

Outcomes 1 and 2

Candidates should be shown how to set up, take down and store a variety of equipment both small and large, including equipment that requires the assistance of colleagues to help with the moving and handling. Training in the correct procedures for moving and handling of equipment is required, as well as setting up and taking down equipment at the correct time and location.

Candidates should be shown how to check the equipment for faults, damage and missing parts, and deal with the equipment when it is not serviceable. Candidates should be made aware of the organisation's reporting procedures. The importance of storing equipment safely and securely for future use should be stressed.

Outcome 3

Candidates should be shown how the facility is cleaned and given advice and information on the appropriate procedures involved. Candidates should be advised on the correct Personal Protective Equipment (PPE), materials and equipment that are appropriate to the areas needing to be cleaned and tidied. It is important that candidates are made aware of the fact that the handling, disposing and storing of equipment and materials must comply with the organisation's and manufacturer's policies and legal requirements. However, given that this is an Intermediate 1 Unit, the extent of what is required must be clearly defined and appropriate to the level. The importance of avoiding disruption to users of the facility should be stressed. It should also be made clear that adhering to scheduled duties is important. Candidates should assist with cleaning procedures under direct supervision and then, at an appropriate stage in their training, candidates could be given a work schedule to clean prescribed areas within the organisation. This would include tidying any spillages, breakages and waste.

Employability Skills

During this Unit, candidates will have opportunities to develop the following employability skills:

Time management	*Taking advice	*Wearing appropriate dress
Time-keeping	Positive attitude to learning	Regular attendance
	*Awareness of Health and Safety procedures	*Following instructions

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: Dealing with Facilities and Equipment (Intermediate 1)

Core Skills

There are opportunities for working co-operatively with others when carrying out allocated tasks as members of a group.

The opportunity could be taken during this Unit 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:

- ◆ performance evidence for Outcomes 1 and 2, recorded by means of an assessor checklist;
- ◆ a candidate log of completed activities for Outcome 3, approved by the person responsible.

At this level, candidates will participate in the activities as stated in the Outcomes and will not be expected to take sole responsibility for any of these activities. They are required to take an active part with support and guidance from the person responsible, and carry out relevant tasks as identified by the person responsible. It will be essential that all relevant Health and Safety procedures are adhered to and these should be made clear to candidates.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes an assessor checklist and a candidate log. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. If a centre designs its own assessments, it is recommended that they have the assessments prior verified by SQA.

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: Dealing with Accidents and Emergencies (Intermediate 1)

NUMBER DM7L 10

COURSE National 4 Sport and Recreation

SUMMARY

The Unit is a mandatory Unit in the National 4 Sport and Recreation course, but may also be taken as a free-standing Unit.

This Unit introduces the candidate to procedures for dealing with injuries, illness and emergencies in a sport and recreation setting. Candidates will participate in a number of practical activities which will help them to develop knowledge and understanding of a range of procedures to deal with injuries, illness and emergencies. They will learn how to complete organisational report forms.

OUTCOMES

- 1 Demonstrate knowledge and understanding of procedures for dealing with accidents involving injuries in a sport and recreation setting.
- 2 Demonstrate knowledge and understanding of procedures for dealing with emergencies in a sport and recreation setting.
- 3 Participate in activities related to injury and emergency procedures in a sport and recreation setting.

RECOMMENDED ENTRY

Entry to this Unit is at the discretion of the centre.

Administrative Information

Superclass: PL

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Dealing with Accidents and Emergencies
(Intermediate 1)

CREDIT VALUE

0.5 credit at Intermediate 1 (3 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.*

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 Teaching and Learning Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1)

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

Demonstrate knowledge and understanding of procedures for dealing with accidents involving injuries in a sport and recreation setting.

Performance Criteria

- (a) Identify steps in the organisation's specified procedure relating to minor injuries.
- (b) Identify steps in the organisation's specified procedure relating to major injuries.

OUTCOME 2

Demonstrate knowledge and understanding of procedures for dealing with emergencies in a sport and recreation setting.

Performance Criteria

- (a) Identify steps in specified procedure relating to security emergency.
- (b) Identify steps in specified procedure relating to medical emergency.
- (c) Identify specified procedure relating to fire emergency.

OUTCOME 3

Participate in activities related to injury and emergency procedures in a sport and recreation setting.

Performance Criteria

- (a) Follow the correct organisational procedures throughout the specified activities.
- (b) Carry out instructions given when participating in specified activities.
- (c) Complete relevant report forms.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written/oral evidence and performance evidence is required to show that the candidate has achieved the Outcomes and Performance Criteria. The evidence may be gathered in a real working environment or in role play scenarios in a simulated workplace setting. The evidence required is:

- ◆ evidence in the form of short answers to demonstrate knowledge and understanding of Outcomes 1 and 2 by means of a short test, of no more than 20 minutes, dealing with:
 - specified procedures for dealing with major and minor injury
 - specified procedures for dealing with fire, security and medical emergencies
- ◆ an assessor observation checklist to show the candidate has participated in **four** short role play scenarios:
 - **one** activity which covers dealing with a minor injury
 - **one** activity which covers dealing with a major injury
 - **two** activities which cover two different emergency procedures
- ◆ a basic accident report form and an emergency report form completed by the candidate.

The National Assessment Bank pack for this Unit (NAB) contains a short answer test (of 20 minutes duration), an assessor observation checklist, sample role play scenarios and report form templates. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1)

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

An appropriate sport and recreation 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 customers/users.

In this Unit candidates will learn how to follow the organisation's procedures when dealing with injuries and a limited range of emergencies in the workplace. The candidate should cover minor and major injuries requiring first aid. Emergency procedures should cover fire, security and medical emergency incidents. Key areas of knowledge are:

- ◆ basic first aid knowledge
- ◆ steps involved in each procedure, including reporting procedure
- ◆ basic knowledge of how to complete relevant report
- ◆ knowledge of the contents of a basic first aid kit and what the items are used for

Candidates should be able to carry out simple emergency procedures; these should cover fire, security and medical incidents. It is important for the candidate to have knowledge of the following key areas:

- ◆ basic emergency procedures for fire, security and medical incidents
- ◆ steps involved in the procedure and what to do if problems occur
- ◆ basic knowledge of how to complete the relevant reports (oral and written)

Candidates will also learn the importance of remaining calm, acting responsibly and following instructions in situations where health and safety are of importance. The need for clear and accurate communication should be highlighted when for example, giving instructions or reporting information. Candidates should also learn about the different types of problems that can occur when carrying out emergency procedures and they should be aware of why the relevant oral and written reports are important. The confidentiality of reports and the sensitivity of dealing with casualty information should be stressed. Activities in this Unit could take place in a real or simulated working environment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning through practical activities is the main approach recommended for this Unit. Candidates should be encouraged to perform tasks and take part in activities in a real or simulated workplace setting. They should be encouraged to conduct themselves in a manner appropriate to the workplace.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1)

Practical role play tasks in prepared scenarios should feature in the learning and teaching programme, for example, participating in emergency procedures such as fire drills, with candidates taking on specific duties such as timing the evacuation, taking the register, observing and reporting on the success of the drill, identifying points for improvement. Other examples of emergency procedures could be security incidents, customers fainting and organisation-specific emergencies related to particular facilities. Checking the contents of first aid boxes, checking the position of safety notices and reporting back is also a useful activity. Role playing in small groups to act out dealing with a minor and major injury, with one group observing and giving feedback against a checklist could be a useful activity to encourage reflective learning and the practice of giving and taking constructive comment.

Taking part in role play activities which highlight the importance of health and safety in the workplace will help candidates to understand why taking and giving instructions in the workplace is an important skill. They will also learn the importance of having a responsible attitude and will gain a better understanding of some of the relevant health and safety issues and problems which occur in the workplace.

Where this Unit is taken as part of the National 4 Sport and Recreation course, practical role play activities for Outcome 3 could be used as the focus for reviewing employability skills. Other opportunities for developing employability skills arise naturally in the Unit.

Employability Skills

During this Unit candidates will have opportunities to develop the following employability skills:

Dealing with customers	*Following instructions
*Awareness of health and safety procedures	Positive attitude to learning
*Working co-operatively	Wearing appropriate dress

Achievement in those employability skills marked with an asterisk will be clearly identified as a result of evidence generated through assessment activities for this Unit.

Core Skills

Candidates will complete routine accident report forms and give short oral reports. These are good opportunities for developing aspects of written and oral communication. Many of the activities in the Unit will involve working co-operatively with others, for example in a fire drill. It will be important to emphasise in teaching/learning that each person must play his/her part effectively if the overall goal has to be achieved.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

There are good opportunities for formative assessment in this Unit, including self and peer assessment. For summative assessment, assessors should record on the checklist, evidence that each candidate has participated in the specified role play activities. Candidates will also complete appropriate report forms. Evidence of underpinning knowledge and understanding will be generated from a short test on injury and emergency procedures.

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Dealing with Accidents and Emergencies (Intermediate 1)

Evidence could be gathered at different points throughout the Unit. The National Assessment Bank pack for this Unit (NAB) contains a short answer test (of no more than 20 minutes), an assessor observation checklist and an accident report form. The NAB illustrates the national standard required for this Unit. Centres who wish to devise their own assessments should refer to the NAB to ensure a comparable standard. If a centre designs its own assessments, it is recommended that they have the assessments prior verified by SQA.

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: Personal Fitness (Intermediate 1)

NUMBER DM7M 10

COURSE National 4 Sport and Recreation

SUMMARY

This Unit is a mandatory Unit of the National 4 Sport and Recreation Course, but may also be taken as a free-standing Unit.

In this Unit candidates will learn, with assistance, how to identify their fitness baseline, plan and organise their own ongoing physical training plan, setting both short and long-term personal goals, before putting the physical training plan into action. Candidates will then review their progress with a person responsible and highlight areas that went well, and those that need improvement, before drawing up a revised plan.

OUTCOMES

- 1 Plan and organise own physical training with assistance.
- 2 Implement and monitor own physical training plan.
- 3 Review and modify own physical training plan.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Intermediate 1 (3 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

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National Unit Specification: general information (cont)

UNIT Sport and Recreation: Personal Fitness (Intermediate 1)

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: Personal Fitness (Intermediate 1)

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

Plan and organise own physical training with assistance.

Performance Criteria

- (a) With the person responsible, establish a fitness baseline and record the results.
- (b) With the person responsible, plan and organise own physical training plan.
- (c) Ensure that the plan is approved by the person responsible.

OUTCOME 2

Implement and monitor own physical training plan.

Performance Criteria

- (a) Identify basic health and safety considerations in relation to own physical training plan.
- (b) Put the physical training plan into operation.
- (c) With the person responsible, evaluate and revise the physical training plan at regular intervals.

OUTCOME 3

Review and modify own physical training plan

Performance Criteria

- (a) Present evidence of the progress made to the person responsible.
- (b) Discuss the evidence with the person responsible, and highlight areas that went well and those that need improving.
- (c) Identify improvements to own physical training plan.
- (d) With the person responsible, draw up a modified physical training plan for future physical development.

National Unit Specification: statement of standards (cont)

UNIT Sport and Recreation: Personal Fitness (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence which covers all the Outcomes and Performance Criteria is required. This should take the form of the following performance and product evidence:

- ◆ a fitness baseline
- ◆ a physical training plan, developed with support
- ◆ a log sheet providing a brief record of regular evaluation, and revisions made in consultation with the person responsible
- ◆ a review of progress (strengths and weaknesses) taking account of feedback from the person responsible
- ◆ a revised physical training plan with achievable targets

Evidence should be gathered at appropriate points throughout the Unit.

The National Assessment Bank item (NAB) for this Unit exemplifies the national standard. It includes a baseline fitness review form, a template for a physical training plan, a log sheet and a template for reviewing progress. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Sport and Recreation: Personal Fitness (Intermediate 1)

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

An appropriate sport and recreation 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 customers/users. This Unit is not suitable for delivery in a conventional classroom setting.

This Unit is designed to enable candidates to establish a fitness baseline, then to organise and implement their own physical training plan with assistance. Their physical training plan will take into account the candidate's goals, for example: individual training, raising fitness levels and/or teamwork training, team activity skills. Physical training plans will have to incorporate both short and long-term plans as far as possible, to enable the candidate to see their ongoing progression during their personal fitness training.

Candidates will have to identify basic health and safety considerations and review their original physical training plan with the person responsible before putting the physical training plan into operation. Regular revisions should be made throughout the period, with the person responsible, while the candidate is undertaking their personal physical training, and a log sheet for this activity should be completed

It is important that the candidate is aware that if there are any difficulties at any stage, they should discuss these with the person responsible. Seeking and accepting advice is one of the important generic skills which is promoted in this Unit.

Towards the end of the Unit, the candidate's performance and physical development should be reviewed and candidates should present evidence from this review to the person responsible. Areas that went well and those that need improving should be identified by the candidate, and the views of the person responsible should be sought. A revised physical training plan for future physical development should then be devised.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In order to complete this Unit, it is important that candidates understand why an ongoing physical training plan is crucial to their development in areas of sport and recreation. A fitness baseline should be established in order to provide a clear starting point for the candidate and the person responsible, and from that a realistic, achievable physical training plan should be drawn up, to include both short-term and long-term goals.

If the Unit is taken as part of the Sport and Recreation Intermediate 1 Course, the setting of short and long-term goals can be done more easily by spreading delivery of this Unit across the whole Course.

It is important that the candidates understand the benefits of undertaking continuous physical exercise and the basic health and safety considerations when doing this, for example where they carry out their physical training. While the candidate is carrying out their physical training, it is important that

National Unit Specification: support notes (cont)

UNIT Sport and Recreation: Personal Fitness (Intermediate 1)

regular evaluations are made to ensure the candidate stays on course and appropriate revisions made accordingly.

At the end of the planning period, candidates should present to the person responsible evidence of the progress made from their initial physical training plan. This evidence should be discussed and areas highlighted where the candidate did well and areas that may need improving. A new physical training plan should then be drawn up for the candidate's future physical training and development.

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

- ◆ establishing a fitness baseline
- ◆ drawing up short and long-term goals
- ◆ the relevant basic health and safety considerations for their physical training
- ◆ regular revisions to the physical training plan, made throughout the physical training period
- ◆ evidence to be presented to the responsible person at the end of their physical training period
- ◆ reviewing the training period and drawing up future physical training and development plans

Employability Skills

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

*Planning and Preparation	*Setting targets	Time-keeping
*Self-evaluation	*Time management	Wearing appropriate dress
*Reviewing progress	*Taking advice	

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

Given the nature of this Unit which involves planning, implementing the plan and reviewing progress, this Unit offers clear opportunities for delivering aspects of problem-solving (planning and organising, and reviewing and evaluating). There are also opportunities in learning and teaching to develop aspects of the general 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: Personal Fitness (Intermediate 1)

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 product evidence:

- ◆ a baseline fitness review
- ◆ a physical training plan, developed with support
- ◆ a log sheet providing a brief record of regular evaluation, and revisions made, with the person responsible
- ◆ a review of progress (strengths and weaknesses) taking account of feedback from the person responsible
- ◆ a revised physical training plan with achievable targets

Evidence should be gathered at appropriate points throughout the Unit.

The National Assessment Bank item (NAB) for this Unit sets the national standard. It includes a baseline fitness review form, a template for a physical training plan, a log sheet and a template for reviewing progress. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard. If a centre designs its own assessments, it is recommended that they have the assessments prior verified by SQA.

It is important for the candidate to have relevant basic knowledge in health and safety for the physical development they are undertaking, for example: where they carry out their physical training, ie distance running may involve running alongside roads. However, separate assessment of this knowledge is not required for this Unit.

Any planning may be carried out in a classroom environment, however the person responsible must be satisfied that, having given some assistance and advice, the completion of the physical training plan is the candidate's own work.

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).