



Higher National Unit Specification

General information

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

Unit code: FD78 36

Superclass: PN

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Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit has been designed to allow learners to explore the leadership and management of contemporary ideas and research into active leisure, to identify current trends in legislation, policy and frameworks and the relationship to leadership and management of active leisure.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop knowledge and understanding of the breadth of research and services for active leisure.
- 2 Analyse other factors that influence active leisure.
- 3 Evaluate leadership and management perspectives of active leisure.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is a mandatory optional within the Group Award Childhood Practice: SCQF level 9 qualification.

This should integrate with the: *Leadership and Management Practice (Workplace Practice)*.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop knowledge and understanding of the breadth of research and services for active leisure.

Knowledge and/or skills

- ◆ Current research on health and wellbeing (active leisure)
 - Home country
 - World wide
- ◆ Current research on active leisure
 - Home country
 - World wide

Outcome 2

Analyse other factors that influence active leisure.

Knowledge and/or skills

- ◆ Policy factors affecting active leisure
 - Legislation
 - Policies
 - Frameworks
- ◆ Key factors affecting active leisure in childhood
 - Socio-economic influences
 - Disposable income
 - Family or other adult support
 - Interests and abilities
 - Cultural influences
 - Availability of time
 - Availability of facilities
 - Age and maturity of child or young person

Higher National Unit Specification: Statement of standards (cont)

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

Outcome 3

Evaluate leadership and management perspectives of active leisure.

Knowledge and/or skills

- ◆ Sources of information
 - inside the organisation
 - outside the organisation nationally
 - within the community
- ◆ Drivers for change
 - legislation and regulation
 - government policy/strategy
 - available resources
 - policies and strategies of the organisation
 - community needs and expectations
 - business competitors

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ identify a range of data sources and resources
- ◆ gather data from a range of sources on:
 - health and wellbeing
 - active leisure

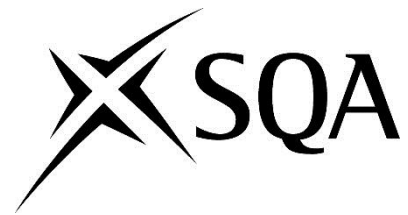
Learners will be required to develop their knowledge of the home country and relevant research and services available and also to show an awareness of the wider implications for other parts of the world. It is anticipated that the research used will be that which has impacted on the home country and its services.

Outcome 2

- ◆ examine the key legislation, policies and frameworks affecting active leisure in childhood
- ◆ explain the effects on an active lifestyle of all relevant key factors
- ◆ examine the effects on children and young people and the effect on later life

Outcome 3

- ◆ present an evaluation of the factors affecting leadership and management of active leisure
- ◆ explain the underpinning key concepts and values for the industry
- ◆ detail the key social and economic benefits to society
- ◆ explain the goals (short-term, medium-term and long-term) for the industry based on research



Higher National Unit Support Notes

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

Unit support notes are offered as guidance and 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 unit is a mandatory/option within the SCQF level 9 Award — Childhood Practice.

The unit may also be used as a free-standing unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Leadership and Management Practice (Workplace Practice)* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies
- ◆ own workplace practice and policy, etc

Guidance on approaches to delivery of this unit

At this level, learners are expected to have considerable experience in and knowledge of the industry and be capable of independent work with some support and guidance.

Outcome 1

Learners will require an understanding of the issue surrounding the factors that influence the services that are available for active leisure and how this impacts on the wellbeing of children. There is a need to develop an understanding of likely sources of research already undertaken on issues of children and their activities during their leisure time. Learners should be directed to some key sources — examples being: — government websites, policy documents, regulatory bodies, community influence, etc. This is not meant to be an exhaustive list and, at all times, learners should be directed toward material which is both current and relevant. Many of these factors have similarities with other countries and some factors do not always seem to cross borders due possibly to cultural differences. Learners should be directed to also examine some such factors as they may influence our society today.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

Learners should have the opportunity to consider the impact of the Active Scotland Outcomes Framework (2014); Play Strategy for Scotland: Our Action Plan (2013); Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016) on active leisure for children and young people.

It should be noted that there may be different views on some of these topics which may well be valid views.

Outcome 2

Learners will be expected to use the initial relevant data which they have gathered to further develop a more detailed understanding of the effects that the factors can have on policy related to children. The learner may find valuable information in the Active Scotland Outcomes: Indicator Equality Analysis (Scottish Government 2015).

Learners should be made aware (possibly involving group discussion) of the large number of factors that can influence the choices that may well be made by the family and which may well be outside the control and influence of the child — at least at a young age. The attention of learners should be drawn to the fact that early habits may last well beyond childhood but this too, like many views, is not necessarily definitive. There are many opposing views on a number of the issues and it will be the work done and the arguments presented that will be assessed.

Some of the main issues have much to do with the availability of both time and income. Children need family support or other adult to encourage and at times transport them to activities. Children in an inner city area may have limited easy access to some outdoor activities and children in a more remote country area may have limited access to a sports facility or (eg) ice rink or swimming facility without transport. A very young child will not be able to travel alone to a facility whereas a much older child may well be able to do that. This presumes an interest on the part of the child in the first place and availability of public transport which in some areas can be very restricted.

A family may have little disposable income left to support some leisure activities once bills are paid and may have little free time to support the child.

Learners may need some support and guidance but their research will be independent even so.

Outcome 3

Learners will at this stage, present the information and their analysis in the form of a detailed documented report.

The evaluation will include the learner's views and conclusions on the factors that affect management and leadership decisions and illustrate a sound understanding of the key concepts and values for the industry. It will include information on the key benefits to society of both the social and economic benefits and address the direction that the industry is currently heading — over the short, medium and long-term.

As the unit is at SCQF level 9, it is expected that learners will provide a detailed and clearly referenced report.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

As the unit is at SCQF level 9, it is expected that learners will provide a detailed and clearly referenced report.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learners will be assessed on the basis of a report which will cover all outcomes in an integrated and cohesive manner.

The learner will conduct research using a variety of sources. The learner is required to produce a report (1,500 words) describing and analysing existing primary research and the available services for active leisure, identifying current trends in legislation, policies and frameworks and evaluating their impact on the health, fitness and wellbeing of children and young people and the relationship to leadership and management of active leisure. This will be in the form of a project where the learner will present a report on their findings, for assessment.

Assessment guidelines

Outcome 1

Learners should provide sufficient evidence to meet all the requirements. A holistic and integrated approach may be used. Learners will be expected to record the sources they researched for primary data. This may include sources researched but not used but will include the sources used with recorded references. Learners should be encouraged to expand on the current thinking and identify the range of services available for children and the effect that research has on policy and practice. It is worth noting that there can be different views on some of these issues and it is the quality of research that should be taken into account for this part of the work of the learner.

Learners will need to note the sources they have used and to reference the relevant sources within the prepared report.

If the unit is delivered at the same time as the unit: *Leadership and Management Practice (Workplace Practice)*, there are possibilities to integrate learning and assessment tasks.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

Outcome 2

Learners will be expected to provide explanations based on their research.

All of the factors should be addressed but learners may well provide present additional factors which are also appropriate. It should be remembered that many of the influencing factors are open to interpretation and it is the quality of the data and the presented argument which should be given credit.

Learners will address these issues and link them to legislation, policies and current frameworks to illustrate the effects on different parts of the community.

Outcome 3

The assessment will take the form of a detailed report covering all outcomes and this Outcome will contribute to that report.

Learners will be expected to provide an evaluation based on the research they have conducted. This will be referenced and conclusions and arguments will be based upon this research.

For this outcome, the learners will examine the drivers that contribute to change and this will develop their skills and knowledge of management and leadership within their own industry together with the factors that impact upon it.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19

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General information for learners

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to allow you to further develop your skills in research, analysis and reporting.

The unit has the following outcomes:

- 1 Develop knowledge and understanding of the breadth of research and services for active leisure.
- 2 Analyse other factors that influence active leisure.
- 3 Evaluate leadership and management perspectives of active leisure.

The task is to conduct your own research in using appropriate sources — the Internet, government papers and policy statements, framework documents, the Sector Skills Council's standards, initiatives, etc (note that this is not meant to be an exhaustive or definitive list and that other resources may be used.)

Your tutor will offer support but the work will be your own. You will be required to investigate the effects that these items have had and may indeed continue to have in the future, on the management and leadership of Active Leisure.

You will be expected to investigate the issues, gather relevant data, record the key data and then in 1,500 words, present your findings in the form of a report.

In short, you will be required to gather data, use the data to further inform the process and record and present your findings. You may support your views with the research you have carried out, or present an argument, referring to the data you have gathered.

At this level of work, it is expected that the report will be clearly referenced using a standard form of referencing and supporting your points with the data gathered. It is also possible to use data to deduce an alternative view as the subject area has room for different views in some areas. However, the arguments must be clearly presented at all times. There are a number of researchers with different views and the influence of political opinion and funding has a big effect on the availability and uptake of active leisure. Government funding of health and of leisure can be quite separate issues for example.

The final report will need to cover all the outcomes and you will need to ensure that you have addressed all of the knowledge and/or skills.

- ◆ Current research on health and wellbeing (active leisure)
 - Home country
 - World wide
- ◆ Current research on active leisure
 - Home country
 - World wide

General information for learners

Unit title: Childhood Practice: Active Leisure (SCQF level 9)

- ◆ Policy factors affecting active leisure
 - Legislation
 - Policies
 - Frameworks

- ◆ Key factors affecting childhood leisure
 - Socio-economic influences
 - Disposable income
 - Family or other adult support
 - Interests and abilities
 - Cultural influences
 - Availability of time
 - Availability of facilities
 - Age and maturity of child

- ◆ Sources of information
 - inside the organisation
 - outside the organisation nationally
 - within the community

- ◆ Drivers for change
 - legislation and regulation
 - government policy/strategy
 - available resources
 - policies and strategies of the organisation
 - community needs and expectations
 - business competitors