



## National Unit Specification: general information

**UNIT**      Citizenship through Sport and Fitness Volunteering (SCQF level 5)

**CODE**      F40C 11

### SUMMARY

This Unit will allow the candidate to develop the underpinning knowledge of the terms and importance of citizenship and volunteering to local communities. The candidate will also be given the opportunity to identify and describe local volunteering opportunities and gain practical experience of the participating of volunteering within sport/fitness activity based context.

### OUTCOMES

- 1 Describe how volunteering in sport and recreation impacts on citizenship in communities.
- 2 Identify and describe local volunteering opportunities.
- 3 Participate within a local sports/fitness group/organisation and evaluate personal performance.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent: an understanding of, or practical experience in volunteering.

### CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*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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### Administrative Information

**Superclass:**      PM

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## **National Unit Specification: general information (cont)**

**UNIT**      Citizenship through Sport and Fitness Volunteering (SCQF level 5)

### **CORE SKILLS**

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

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

## **National Unit Specification: statement of standards**

### **UNIT      Citizenship through Sport and Fitness Volunteering (SCQF level 5)**

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

#### **OUTCOME 1**

Describe how volunteering in sport and fitness impacts on citizenship in communities.

##### **Performance Criteria**

- (a) Describe the term citizenship.
- (b) Describe the term volunteering.
- (c) Describe the impact that sport/fitness related volunteering has on citizenship within a local community.

#### **OUTCOME 2**

Identify and describe local volunteering opportunities.

##### **Performance Criteria**

- (a) Identify local sporting and/or fitness based voluntary group(s).
- (b) Identify promoted principles that underpin the voluntary group(s).
- (c) Describe how these principles are implemented.
- (d) Describe how the voluntary group(s) benefits the local community.

#### **OUTCOME 3**

Participate within a local sports/fitness group/organisation and evaluate personal performance.

##### **Performance Criteria**

- (a) Select a local voluntary group and describe its link to citizenship.
- (b) Identify opportunities for and barriers to participating in the selected local sports/fitness voluntary group.
- (c) Participate within a volunteering capacity, in the selected local sports/fitness voluntary group.
- (d) Evaluate personal contributions to citizenship in the local community through participation in the sports/fitness voluntary group.

## **National Unit Specification: statement of standards (cont)**

### **UNIT          Citizenship through Sport and Fitness Volunteering (SCQF level 5)**

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

This Unit could be assessed by written and/or recorded oral evidence for all Outcomes, including practical assessment for elements for Outcome 3 (performance criterion c).

##### **Outcome 1**

- ◆ clear description of the term citizenship
- ◆ clear description of the term volunteering
- ◆ clear description of the impact of sport/fitness volunteering has on citizenship within a local community

Outcome 1 should take the form of answers to restricted response open-book questions of no more than 150 words.

##### **Outcome 2**

- ◆ identification of a minimum of one local sport and/or fitness voluntary group(s)/organisation(s)
- ◆ identification of three volunteering principles that underpin the group(s)
- ◆ description of how the three principles are implemented into each sport and fitness voluntary group/organisation
- ◆ description of how the voluntary group(s) benefits the local community

Outcome 2 should take the form of answers to a small scale, open-book, research project of no more than 250 words.

Outcome 3 should be assessed by performance evidence of no less than 10 hours practical volunteering gathered by the candidate, supported with written and/or recorded oral evidence of the following:

- ◆ select one local sporting and/or fitness voluntary group/organisation
- ◆ clear description of the links the sport/fitness volunteering group has to citizenship
- ◆ identification of two opportunities for participation and two barriers against participation in the voluntary group/organisation
- ◆ mentor/assessor recorded evidence that candidates has participated in a minimum of 10 hours in a volunteering sport and fitness capacity
- ◆ evaluation of personal contribution to citizenship to the local community through the sport/fitness volunteering experience

An Assessment Support Pack has been produced for this Unit. This pack includes a sample of activity plans, a template for the plan, candidate review sheets and an observation checklist. Centres wishing to produce their own instruments of assessment should refer to the Assessment Support Pack to ensure that they are of a comparable standard.

## National Unit Specification: support notes

### UNIT      Citizenship through Sport and Fitness Volunteering (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit is designed to demonstrate an understanding of the term of citizenship and volunteering and the role of individuals in promoting citizenship within local sport and or fitness voluntary communities. It allows the candidate to utilise correctly and constructively services offered to local sport and or fitness communities. This Unit also allows the candidate opportunities to contribute to citizenship and volunteering by participating in volunteering within a sport/fitness environment. The content is described in the Outcomes. However it is important for the candidate to realise the term of citizenship and various forms of citizenship, (such as political, active, educational) and volunteering and the impact they have in not only contributing towards the development of local sport/fitness opportunities, but also helping to build safer, healthier and more cohesive/inclusive communities through these opportunities. It is also important that the candidate also realizes the personal development opportunities that may arise through participating in the sports/fitness experience.

The context is the candidate's own experience and how as an individual they might contribute to the practice, particularly within his or her own local sporting and or fitness community. The candidates must demonstrate autonomous behaviour, self-control, self-esteem and interact respectfully with others in diverse situations. There is much useful material on the internet that will aid this process and provide useful case study examples.

There may also be the possibility of elements of Outcome 3 of this Unit being integrated with the *Work Experience* Unit (D36H 11).

#### **Outcome 1**

Describe how volunteering in sport and recreation impacts on citizenship in communities.

The starting point of this Unit should be the candidate's own views on, citizenship and volunteering. Lecturers could approach this by asking the candidate about the local community that they live in, their awareness of local sport and or fitness groups, and their interactions with the local community and the importance role they have on the community.

Discussion and input from the lecturer should introduce the terms of citizenship, how implementing citizenship can facilitate the development of responsible citizens and how this development can be implemented through sports/fitness volunteering. Candidates should then consider the impact that sport/fitness volunteering has within the local community and what community impact/benefits may arise from the volunteering. Lecturers should ensure that candidates understand that voluntary sport/fitness groups are a response to local needs, wants and/or opportunities.

Lecturers should also ensure that candidates are aware that communities are strengthened by values and that citizenship and volunteering share similar aims in encouraging values such as individual and community responsibility, social and physical health, community cohesion and productivity, education and life long learning.

## National Unit Specification: support notes (cont)

### UNIT      Citizenship through Sport and Fitness Volunteering (SCQF level 5)

#### Outcome 2

Identify and describe local volunteering opportunities.

Having identified local sport and or fitness groups, the candidate should make themselves aware of the principles that underpin the group(s) and the benefits that the community may receive from their services.

What are voluntary groups?

An activity which takes place in not-for-profit organisations or projects and is:

- ◆ to be of benefit to the community and the volunteer
- ◆ of the volunteer's own free will and without coercion
- ◆ for no financial payment
- ◆ in designated volunteer positions only

What are the principles of volunteering in sport/fitness?

- ◆ volunteering in sport and fitness benefits the community and the volunteer
- ◆ volunteering in sport and fitness increases awareness of sporting opportunities
- ◆ volunteering through sport and fitness helps to improve the health of the community
- ◆ volunteer work in sport and fitness is unpaid; Volunteering is always a matter of choice.
- ◆ volunteering in sport and fitness is not compulsorily undertaken to receive pensions or government allowances
- ◆ volunteering in sport and fitness is a legitimate way in which citizens can participate in the activities of their community
- ◆ volunteering in sport and fitness is a vehicle for individuals or groups to address human, environmental and social needs
- ◆ volunteering in sport and fitness is an activity performed in the not-for-profit sector only
- ◆ volunteering in sport and fitness is not a substitute for paid work
- ◆ volunteers in sport and fitness do not replace paid workers nor constitute a threat to the job security of paid workers
- ◆ volunteering in sport and fitness respects the rights, dignity and culture of others
- ◆ volunteering in sport and fitness promotes human rights and equality

The potential impact/benefits to the community of having local sport/fitness voluntary groups.

- ◆ higher participation rates in physical activity
- ◆ healthier community
- ◆ lower crime rates
- ◆ social gathering point
- ◆ greater recreational/leisure opportunities
- ◆ greater community awareness, identity and pride
- ◆ greater involvement of volunteering in the community
- ◆ creation of positive role models

The above lists are not exhaustive.

## National Unit Specification: support notes (cont)

### UNIT      Citizenship through Sport and Fitness Volunteering (SCQF level 5)

#### Outcome 3

Participate within a local sports/fitness group/organisation and evaluate personal performance.

By process of negotiation with the lecturer and the volunteering organisation/club, the candidate should seek opportunities to participate in an established local community sport/fitness group. There may be practical difficulties with this, but the use of a school or college group may provide an alternative solution. The barriers to participation should be explored and, if appropriate, solutions found to overcome these. Candidates may be reluctant to get involved as individuals but may feel happier as part of a group.

Examples of barriers against participation: age, sex, qualifications, physical access, police check, child protection, vetting.

Examples of opportunities for participation: vocational experience, community involvement, sport and or fitness development, social integration, professional networking.

All candidates should ensure that they undertake no less than 10 hours of practical volunteering each. If there are no suitable established groups the candidates could organise a suitable group to work with eg a local running club promoting citizenship through participation.

The candidate should reflect on what they have contributed to the group; for example — support to fellow volunteers, knowledge of sport/fitness and time. The candidate should also personally reflect on what they have gained from the volunteering experience (skills, knowledge, experience, confidence, etc).

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This Unit should be delivered using a candidate-centered approach with emphasis on practical activities. Use of case studies to enhance learning and to demonstrate good practice should be encouraged. Starting from the viewpoint of his or her own local sporting/fitness community the candidate should be made aware of the influence these groups have on their communities, reduction of crime, health promotion, and sport fitness development. This could be achieved by candidate research using the internet or by use of case study material. Use of group work to share ideas, experiences, values, and attitudes is recommended. It is likely that learning will be enhanced by use of appropriate guest speakers and visits to local groups. Above all there should be learning by participation in some form of local sport and or fitness volunteering experience.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

There may be opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* in this Unit. These opportunities are most likely to arise in Outcome 3 where candidates will be required participate in and evaluate their own contribution to a local sport and or fitness group. There is no opportunity to develop Core Skills of *IT* and *Numeracy*.

## **National Unit Specification: support notes (cont)**

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### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### **Opportunities for the use of e-assessment**

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

Assessment will be at the discretion of the centre and in accordance with SQA guidelines. Acceptable performance in the Unit will be satisfactory achievement of the Performance Criteria specified for each Outcome.

Outcome 1 can be evidenced through the use of restricted response questions, of no more than 150 words, where candidates are expected to show understanding at a simple level of citizenship concepts and to explain volunteering.

Outcome 2 can be evidenced through the use of a small scale research project of no more than 250 words.

Outcome 3 requires the candidate to demonstrate no less than 10 hours practical volunteering participation in a local sport and or fitness group. Evidence that candidates have gone through the process of contributing to citizenship in the local sport and or fitness group may be gathered in a portfolio. Use of logbooks/diaries, references, qualifications, relevant police checks ie Disclosure forms, photos, leaflets; certificates of attendance may be useful as evidence of participation. The candidate should evaluate their contribution to citizenship through volunteering in the group. This evaluation can be evidenced through restricted response questions and or a presentation of their voluntary experience.

#### **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](http://www.sqa.org.uk)).