



## National Unit Specification: general information

**UNIT** Sports: Activity and Participation Opportunities in the Community  
(SCQF level 6)

**CODE** F7JL 12

### SUMMARY

On successful completion of this Unit candidates should have demonstrated that they value participation in recreational physical activity. Candidates will appreciate some of the benefits of regular participation in physical activity.

This Unit is one of the mandatory Units of the National Progression Award in Sport Development, however it may also be delivered as a free-standing Unit.

### OUTCOMES

- 1 Identify and explain opportunities for participation within a sport or fitness facility.
- 2 Participate in and evaluate recreational physical activity.
- 3 Describe the benefits of different types of participation to the individual and community.

### 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 Unit, or have a sound knowledge of and experience in physical activities.

- ◆ D687 11 *Leading Sporting Activities*
- ◆ any Sporting Activities Unit at SCQF level 5
- ◆ participate regularly in sport and recreation

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#### Administrative Information

**Superclass:** MA

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

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### **CREDIT VALUE**

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

*\*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**

This information will be provided by the NQ Product Team.

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

### **UNIT Sports: Activity and Participation Opportunities in the Community (SCQF level 6)**

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**

Identify and explain opportunities for participation within a sport or fitness facility.

##### **Performance Criteria**

- (a) Explain different types of roles that a participant can undertake.
- (b) Identify the locations, dates, times for participation in the selected facility.
- (c) Record the key contacts for participation opportunities in the selected facility.

#### **OUTCOME 2**

Participate in and evaluate recreational physical activity.

##### **Performance Criteria**

- (a) Actively participate in recreational physical activity.
- (b) Complete relevant tasks in order to fulfil a selected role.
- (c) Record and evaluate personal participation.
- (d) Record and evaluate the effectiveness of the selected role.

#### **OUTCOME 3**

Describe the benefits of different types of participation to the individual and community.

##### **Performance Criteria**

- (a) Describe the potential benefits linked to different types of participation in recreational physical activity.
- (b) Explain the potential benefits to a community of participation opportunities.

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

**UNIT** Sports: Activity and Participation Opportunities in the Community  
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### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence for all Outcomes and Performance Criteria is required.

While it is possible for each Outcome to be addressed separately, it is anticipated that all assessment will be holistic and will take the form of a candidate log/diary which will be expanded to contain all the required evidence.

For the purpose of this Unit the following minimum evidence and definitions will be considered to be appropriate:

- ◆ For Outcome 1 this should take the form of written and/or oral recorded evidence. The candidate must identify three types of role that can be undertaken (eg performer, official, coach, instructor, organiser, developer etc.) Note that this list is NOT exhaustive. The log book must cover the candidate's participation where they complete realistic tasks in order to fulfil their selected role on at least 10 occasions. This participation may be outwith timetabled classes.
- ◆ For Outcome 2 this will take the form of performance evidence of practical participation. This will be in the form of a checklist with assessor comments to ensure that the practical elements are fully addressed. Candidates will be required to keep a log of their activity and this will include assessor comments and may be supported by mentor comments where appropriate. Candidates will be required to supply details of the facility being used, explain the role they played and what tasks they had to carry out to fulfil that role, participate regularly and record their participation, evaluate their own participation and evaluate the effectiveness of the role they selected.
- ◆ For Outcome 3 this will take the form of written and/or oral recorded evidence obtained with appropriate referencing. Candidates must describe six potential benefits to the individual, identifying any of personal relevance. Candidates should also detail the wider benefits of participation to the community.

## National Unit Specification: support notes

### UNIT Sports: Activity and Participation Opportunities in the Community (SCQF level 6)

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 be a practical Unit, with the content being generated from the candidates' involvement in the recreational physical activity provision. It should be possible for this Unit to be delivered 'holistically', with the candidates gaining knowledge and skills through participation. This participation could take a variety of forms, from taking part in the activity to coaching, officiating or organising. (This is not an exhaustive list).

The context of the Unit could be any recreational physical activity that is provided within an organisation or community. This could for example be anything within a range from an aerobics class, to recreational badminton or training or playing for a competitive team etc. It is possible that the entire group is involved in the same activity but equally there could be no two candidates participating in the same activity.

For **Outcome 1** the candidates should be encouraged to identify every activity covered within the provision of recreational physical activity. The students should be encouraged to look beyond taking part in activities when discussing participation roles. It is important to investigate other roles, such as performer, official, coach, instructor, organiser, developer etc. when attempting to develop a physical activity programme.

For **Outcome 2** candidates should be encouraged to adopt a role with which they are comfortable, and which interests the candidate in order to promote learning opportunities. Candidates should be encouraged to 'reflect' on their experience and to utilise their log book when evaluating the benefits of the role they adopted.

For **Outcome 3** candidates will be encouraged to look at potential benefits to the individual and beyond, and consider the potential benefits to the wider community that exercise can provide. Candidates may consider such aspects as physical health, mental health, emotional and social well-being, reduced risk of Coronary Heart disease and High Blood Pressure, weight control and costs to the community of extended health care. Note that these are examples and not an exhaustive list.

## National Unit Specification: support notes (cont)

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

The candidate should be encouraged to record his/her experiences as well as details of his/her contribution to recreational physical activity within the facility or organisation.

As should be clear from the 'guidance on the content and context' the approach adopted should be practical and learner centred. The time allocated for the assessor in this Unit needs to ensure the standards have been met and may have the benefit of allowing additional expertise that can assist in providing extra curricular physical activity. It may be appropriate to make use of additional evidence of participation and work completed by the candidate by, eg use of witness testimony or mentor report. In these cases, the witness would need to be considered to be competent to give their report. Candidates will be expected to participate both within the delivery of the Unit and outwith as well, and it would be appropriate for their personal time to be included within the expected log. This could be supported by a mentor statement confirming that the candidate's log was in fact accurate. Throughout the delivery and assessment of this Unit a key issue is the encouragement and development of reflective learning.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Within this Unit, there are no Core Skills embedded but there may be many opportunities to develop aspects of Core Skills.

Candidates will be expected to participate for a period in activities and this is likely to involve *Working with Others* and may give rise to opportunities of development of this Core Skill.

Candidates will be required to carry out some of their own research. This may involve use of the internet and if that route is chosen will give rise to some aspects of *ICT* being acquired.

Candidates will be required to keep their own personal log and within this, include their own evaluations and reports on their own role and effectiveness. This will certainly give rise to opportunities to develop skills in *Written and Oral Communication*.

The aspects of self reflection required will also give rise to some opportunities to develop skills in *Problem Solving*.

If the candidate elects to use statistical data to support (say) local community issues, this would give opportunities for further development of skills in *Numeracy*.

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

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

Centres must be satisfied that the evidence submitted is the work of the individual candidates.

It is anticipated that assessment will be in the form of a log-book or diary and this may cover all Outcomes. However centres may wish to supplement this and so give guidance and clarification to the tasks to ensure that candidates do in fact address all PCs It is suggested therefore that candidates are supported in the early stages of delivery and centres may wish to prepare a log-book 'template' which will include sections designed to address all aspects of assessment and guide and support candidates with the tasks involved.

If the evidence submitted leaves the assessor unconvinced as to some aspect, it is useful to note that additional questions may be asked as long as the question and its response is noted together with the assessor's judgment of that response.

While the work of the candidate which takes place out with the formal delivery setting may be used as evidence, it is important that to understand that the final assessment decision remains with the assessor.

The assessor must ensure that any additional testimony or report is relevant and that the person making that report has the knowledge and competence to ensure that what is being said is in fact valid. The assessor will require to make their own observations on the candidate to ensure fair and reliable assessment takes place.

It is expected that candidate log books will cover a period of ten weeks (or equivalent period). This is based on a minimum of 1 hour of activity per week.

#### **Outcome 1**

Candidates will be expected to explore the activities offered by a facility or organisation and research what is offered, when it is offered, to whom it is offered, costs of hire and an rental costs, additional equipment needed, key contacts (where such information is publically available — ensuring that Data Protection regulations are observed).

## National Unit Specification: support notes (cont)

### UNIT Sports: Activity and Participation Opportunities in the Community (SCQF level 6)

#### Outcome 2

Candidates will participate effectively over a period of time and will record their experiences and note the role they played. They will be required to evaluate their own experiences in term for participation (how they felt, what they enjoyed or did not enjoy, what they felt they had learned etc) together with their evaluation of the effectiveness of the role that they had played. Candidates will need support to ensure all PCs are to be addressed over the relevant period of time.

#### Outcome 3

Candidates will be expected to consider the personal benefits of activity (may include physical health, mental health, emotional and social well-being, reduced risk of Coronary Heart disease and High Blood Pressure, weight control and costs to the community of extended health care) and also look at the wider benefits in the community and explain what this may be. If candidates make use of references these should be recorded in an appropriate and recognised format.

#### 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)*.

#### DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

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