

**Unit title:** Sport and Recreation: Assist with Activity Sessions  
(National 4)

**Unit code:** J15E 74

**Superclass:** MA

**Publication date:** August 2018

**Source:** Scottish Qualifications Authority

**Version:** 4.0

## Unit purpose

This is a mandatory unit of the National 4 Skills for Work Sport and Recreation course, but may also be taken as a free-standing unit.

On completion of this unit the learner 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. Learners should also be able to assist in reviewing the activity session with participants and use this evaluation to inform future activity sessions.

## Outcomes

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

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

## Credit points and level

1 national unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

## **Recommended entry to the unit**

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

## **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

## **Context for delivery**

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

The assessment support pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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

# 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.

## 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.

## Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Evidence should include:

- ◆ 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 learner'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 learner 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 learner 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 ASP 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.

# Development of Skills for Learning, Skills for Life and Skills for Work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit; these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others

## **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in Skills for Learning, Skills for Life and Skills for Work is given in the 'National unit support notes' section.

# National unit support notes

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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

An appropriate sport and recreation environment is required, where there is access to a range of relevant equipment and facilities, and where learners 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 learners to assist the person responsible to plan, oversee and review activity sessions. Learners will be required to do this for a variety of activities. The activities in which learners are involved should include at least one individual activity and at least one group activity. The role of the learner 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 learner seeking out the relevant risk assessment and including this with the plan. The learner 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. Learners 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 learner identify aspects of the activity session that could be improved upon.

It is important during any stage of their involvement that the learner 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 approaches to delivery of this unit

In order for the learner to achieve this unit it is important that learners 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. Learners should know about the existence and purpose of risk assessments, and should know that risk assessments are essential. Learners should have a basic understanding of the 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. Learners 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 learners turn up on time and are suitable dressed for the activity.

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

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.

## **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.

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 learner 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 learner review sheet which encourages learners 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 learner to write their evaluation of the activity session, and sections for the person responsible for the activity to review aspects of the learner's performance at the end of the activity session.

The ASP 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.

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

## **Opportunities for developing 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 learners 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.

## General information for learners

### **Unit title:** Sport and Recreation: Assist with Activity Sessions (National 4)

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 focuses on the planning and delivery of activity sessions using appropriate equipment that meets both organisational guidelines and health and safety procedures. You will learn how to:

- ◆ Assist the person responsible in the planning of sport and recreation activity sessions.
- ◆ Assist the person responsible with the activity sessions.
- ◆ Review the activity sessions with participants and use this evaluation to help shape future activity sessions.

You do not need to have any previous qualifications or experience, but it would help if you have already finished, or are in the process of finishing, the following units:

- ◆ *Sport and Recreation: Dealing with Facilities and Equipment* (National 4)
- ◆ *Sport and Recreation: Skills for Employment* (National 4)
- ◆ *Sport and Recreation: Dealing with Accidents and Emergencies* (National 4)
- ◆ *Sport and Recreation: Personal Fitness* (National 4)

After you finish this unit, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

# Administrative information

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**Published:** August 2018 (version 4.0)

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## History of changes to national unit specification

Version	Description of change	Date
4.0	Unit moved to a new template and re-coded to align with corresponding course 2 code. No change to unit content.	August 2018

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**Note:** You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the unit specification.

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