



## National Unit Specification: general information

**UNIT** Teamwork through Sport and Recreation Activities (SCQF level 5)

**CODE** F40A 11

### SUMMARY

This Unit is a Mandatory Unit of the NC Sport and Fitness (SCQF level 5) award, and has been designed to be undertaken as part of that award. However this may be studied as a standalone Unit.

The purpose of this Unit is to provide the candidate with the underpinning knowledge and basic understanding of the benefits of working as part of an effective team, whilst planning and delivering sport and recreation activities. The candidate will be given the opportunity to apply this knowledge, through practical application, of contributing to team led activity sessions. Opportunities to review and feedback on practical application of effective teamwork will also be made available to the candidate.

### OUTCOMES

- 1 Plan the sport and recreation activity sessions in cooperation with others.
- 2 Implement the planned activity sessions in cooperation with others.
- 3 Review the completed activity sessions with other members of the team.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### 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:** MA

**Publication date:** July 2008

**Source:** Scottish Qualifications Authority

**Version:** 01

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

### **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      Teamwork through Sport and Recreation Activities (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**

Plan the sport and recreation activity sessions in cooperation with others.

##### **Performance Criteria**

- (a) Agree roles and responsibilities of team members.
- (b) Produce plans for the chosen activities sessions with other team members, ensuring that the necessary health and safety considerations are included.
- (c) Describe the benefits of effective teamwork in sport and recreation activities.

#### **OUTCOME 2**

Implement the planned activity sessions in cooperation with others.

##### **Performance Criteria**

- (a) Ensure that any equipment is set up and safety checks are carried out in accordance with the activity and manufacturers requirements.
- (b) Ensure that personal roles and responsibilities are achieved.
- (c) Ensure that aims and objectives of the activity plan are achieved.
- (d) Ensure communication with other team members is concise and clear.
- (e) Store equipment and resources appropriately after use.

#### **OUTCOME 3**

Review the completed activity sessions with other members of the team.

##### **Performance Criteria**

- (a) Collect information on the activities to assist with the review.
- (b) Identify team members' strengths and weaknesses.
- (c) Give details on how future activities could be improved.

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

Evidence is required to demonstrate that candidates meet the requirements of all Outcomes and Performance Criteria.

The assessment must be conducted practically for two planned sessions.

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

### **UNIT      Teamwork through Sport and Recreation Activities (SCQF level 5)**

The following oral and/or written evidence is required for only one of the two tasks/sessions:

#### **Outcome 1**

- ◆ Describe a minimum of three benefits of teamwork in sport and recreation activities
- ◆ A plan for the activity, to include:
  - agreed roles and responsibilities of self and team members
  - type of activity
  - identification of client group
  - equipment and resources needed for activity
  - health and safety considerations

#### **Outcome 2**

- ◆ Observational checklist of the activity. This must also include: Equipment, Personal role, Communication examples. Practical Activity must be carried out under supervised conditions.

#### **Outcome 3**

- ◆ Review of the activity to include:
  - aims and objectives met
  - own and team strengths and weaknesses
  - recommendations for future activities for both self and team

Evidence should be gathered throughout the Unit.

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 Teamwork through Sport and Recreation Activities (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

The purpose of this Unit is to develop the candidate's team working skills, relevant to sport and recreation. The types of activities the candidate will be involved in will depend on their abilities and resources of the centre. This Unit provides opportunities for the development of Core Skill *Working with Others* and emphasises the importance of co-operative action while undertaking tasks and tackling problems, a skill which is used in a range of personal, education, social, vocational and occupational contexts.

This Unit provides opportunities for developing Core Skills in *Working with Others* while undertaking a task. For the purpose of this Unit a task is where the overall goal or general idea is clear but the possible components of the task are not obvious or specified. The task should allow candidates to demonstrate achievement as specified in the Outcomes in the statement of standards for the Unit.

The range of contexts in which 'skills' in working with others can be developed is very wide and at this level may involve:

- ◆ carrying out an investigation or project
- ◆ organising and undertaking a work placement, study visit or field trip
- ◆ improving performance in a sport and recreation activity
- ◆ undertaking enterprise initiatives
- ◆ taking part in nationally recognised and appropriate leadership or teamwork based award schemes.
- ◆ voluntary work

In fact, the 'skill development' is a regular part of learning in many subjects, providing opportunities for candidates to have the Core Skill assessed and to gain an additional qualification beyond the carrier subject (if resources and time permit). Similarly, the skill of *Working with Others* is required in virtually every field of employment.

#### Outcome 1

Within their team, the candidate will have to agree on two sporting or other suitable activities. Candidates will be required to understand how to agree roles and responsibilities of others in their team will affect the team's effectiveness in completing the agreed task.

Candidates will need to collect the necessary information about the activity, for example, the type of activity, what equipment they may need for the activity, where the activity will take place etc. This information will be used to produce a plan which has to include the necessary health and safety considerations (such as risk assessment).

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

### **UNIT      Teamwork through Sport and Recreation Activities (SCQF level 5)**

Candidates will need to know what the benefits are of effective teamwork in relation to sport and recreation. They will need to consider when describing; how effective team working can benefit people who take part in a wide range of sporting activities, for example, team sports, sport and recreation facilities, coaching etc.

#### **Outcome 2**

Candidates will be expected to make sure that they have the relevant equipment for the activity, that it is set up appropriately and that safety checks are carried out in accordance with the activity requirements. This will also include dealing with any equipment after use, for example, dismantling and storage. Close attention will need to be made to ensure that the candidate is carrying out their roles and responsibilities in line with the activities aims and objectives. (Please note that the type and range of equipment may vary greatly, depending on the type of activity chosen)

It is anticipated the following should be also covered:

- ◆ communications: timely, appropriate language and tone; non-threatening; range of verbal and non-verbal methods; encouraging and motivating; use of different media and available technologies

#### **Outcome 3**

Candidates will need to collect information together about the activity ready for a review of the team's performance.

It is anticipated that the following will be covered:

- ◆ the importance of collecting information for a review
- ◆ how reviewing in a team differs from individual reviews
- ◆ how the roles and responsibilities of team members can alter how reviews take place
- ◆ where reviews take place, for example, before, during, or after activities etc
- ◆ what the review contains, for example, communication, reliability, timekeeping, initiative etc
- ◆ identifying a team's strengths and weaknesses
- ◆ identifying areas where the team can improve on

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

Teaching and learning approaches should encourage candidates to identify evidence of their skills in working with others and to look for opportunities to transfer these skills to other situations in the curriculum and their personal life.

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 (cont)

### UNIT Teamwork through Sport and Recreation Activities (SCQF level 5)

To help candidates make the transfer from the teamwork activity to their personal life, teachers/lecturers should draw their attention to the skills of working co-operatively and should provide learning experiences which offer candidates opportunities to use a team approach. Arrangements should be made to ensure that there are no artificial barriers to learning. The nature of the candidate's learning needs should be taken into account when planning learning experiences.

At this level, the teacher/lecturer should offer advice to candidates on certain aspects of working with others.

While the candidates are planning the task together, the teacher/lecturer should emphasise that sharing responsibilities might involve identifying components of the task, defining and allocating roles of group members, or deciding on group procedures.

Teachers/lecturers should make it clear to their candidates that in the context of this Unit, co-operating with others involves anticipating the needs of others, considering the implications of these anticipated needs (which may include difficulties), keeping others informed of progress and contributing to group decisions.

When drawing a conclusion, it is important that candidates consider how they might have acted as individuals to improve the overall performance of the group.

Working with others is closely related to the other Core Skills. It always involves communication skills and may be aided by aspects of numeracy and information technology. It is often the main approach used in undertaking tasks and tackling problems, which brings it into close association with problem solving Core Skills.

Teachers/lecturers should provide information to candidates on:

- ◆ importance of personal responsibility within teamwork
- ◆ how teamwork can be effective in a variety of sporting activities, for example, team sports, sport and recreation facilities, coaching etc
- ◆ how individual team members play vital roles in teamwork activities
- ◆ the relevant health and safety considerations relevant to the sporting activities and relevant sporting activity equipment, for example, use of equipment, setting up/taking down and storing equipment etc
- ◆ types of communication necessary for team working activities, for example, verbal, written, etc
- ◆ guidance on how to provide feedback on performance to other members of their team
- ◆ formal review sessions, structuring and reporting review sessions
- ◆ identifying key aspects for improvement of future activities

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

This Unit provides opportunities for candidates to work with other members of their group and with a range of other people to complete this Unit. It emphasises the importance of co-operative action while undertaking tasks and tackling problems, a skill which is used in a range of personal, education, social, vocational and occupational contexts. This may contribute to aspects of *Working with Others* and *Problem Solving* Core Skills.

## National Unit Specification: support notes (cont)

### UNIT Teamwork through Sport and Recreation Activities (SCQF level 5)

While undertaking this Unit, opportunities will be present for the candidate to develop aspects of the Core Skill of *Communication* as the candidate is required to communicate the coaching programmes and its goals to participants and others, also candidates will use a variety of recording mechanisms which may also contribute to aspects of the *Communication* Core Skill.

Candidates may be given the opportunity to present their assessment evidence in a range of methods, by using computerised texts, presentations and so on. Candidates may also have opportunities to present statistical data in their folio. As a result, this may contribute to aspects of *Information Technology* and *Numeracy* Core Skills.

### 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)*.

Evidence is required to demonstrate that candidates meet the requirements of all Outcomes and Performance Criteria. This Unit has been designed so that the evidence gathered by the candidate can be integrated between all Outcomes so that evidence can be presented as a folio of work that covers all Performance Criteria. A variety of approaches can be used for gathering evidence, reflecting the variety of candidate learning styles.

The assessment for this Unit must be conducted under open-book assessment conditions and assessment must be conducted for two planned sessions. Evidence should be gathered at appropriate points throughout the Unit with the correct input from tutors/lecturers.

The following oral and/or written evidence is required for only one of two tasks/sessions:

#### Outcome 1

Accounts of the activities may be recorded as one document or as two separate documents for:

- ◆ plan for the activity, to include (approx 200 words) include: agreed roles and responsibilities of self and team members, type of activity, people participating, equipment and resources needed for activity, health and safety considerations
- ◆ approx 100 words to describe the benefits of teamwork in sport and recreation activities and candidates may choose from examples given to them by the teacher/lecturer

#### Outcome 2

- ◆ Candidate record of how the activity was carried out (approx 200 words)



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

**UNIT**      Teamwork through Sport and Recreation Activities (SCQF level 5)

### **Outcome 3**

- ◆ Record of the activity review (approx 200 words), to include: own and team strengths and weaknesses, improvements for future activities for both self and team

### **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)).