



National Unit Specification: general information

UNIT Sporting Activity: Climbing (SCQF level 4)

CODE F827 10

SUMMARY

On successful completion of this Unit candidates will be able to demonstrate safe and effective participation in Climbing. Candidates will be introduced to the concepts and value of reflective learning in the chosen activity.

This Unit is designed for candidates with no previous experience in Climbing.

OUTCOMES

- 1 Describe personal and specific Climbing equipment and its function.
- 2 Prepare for the Climbing activity and the conditions.
- 3 Participate in a Climbing activity at an introductory level.
- 4 Evaluate the Climbing activity in terms of personal performance.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have an appropriate level of personal fitness to safely undertake the planned activity.

CREDIT VALUE

1 credit at SCQF level 4 (6 SCQF credit points at SCQF level 4*).

**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.*

Administrative Information

Superclass: MH

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certificate 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

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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

Describe personal and specific Climbing equipment and its function.

Performance Criteria

- (a) Describe appropriate personal equipment and its function for the Climbing activity.
- (b) Describe appropriate activity specific equipment and explain its function.

OUTCOME 2

Prepare for the Climbing activity and the conditions.

Performance Criteria

- (a) Explain equipment selection for activity and conditions.
- (b) Select appropriate personal and activity specific equipment.

OUTCOME 3

Participate in a Climbing activity at an introductory level.

Performance Criteria

- (a) Use and carry selected equipment safely and effectively.
- (b) Demonstrate awareness of procedures for safe participation in the activity.

OUTCOME 4

Evaluate the Climbing activity in terms of personal performance.

Performance Criteria

- (a) Evaluate personal strengths during the Climbing activity.
- (b) Identify areas of personal improvement from the Climbing activity.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Outcome 1: Written and/or oral recorded evidence obtained under controlled, supervised conditions.

The following minimum requirements apply for the Climbing activity.

- ◆ Personal equipment: Boots/Climbing Shoes, Harness, Helmet
- ◆ Activity specific equipment: Rope, Belays, First Aid Kit

Outcome 2: Performance and written and/or oral recorded evidence obtained under controlled, supervised conditions. Candidate must explain their choice of equipment from the appropriate lists given for Outcome 1, and ensure that correctly fitting equipment is used.

Outcome 3: Performance evidence of appropriate equipment usage. Performance evidence of safe and effective participation in the selected activity on at least three separate occasions.

Outcome 4: Written and/or oral recorded evidence obtained under controlled, supervised conditions. Candidate must describe at least two personal strengths and identify at least two areas for personal improvement.

National Unit Specification: support notes

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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 is essentially a practical Unit and should be taught in a practical setting with ongoing tutorial support. The Unit also requires underpinning theoretical knowledge of equipment and safety procedures.

For the practical elements of the Unit an appropriate environment (giving consideration to the ability of candidates) and equipment is required. It should be emphasised that this Unit is designed to introduce candidates to the activity under supervised conditions; it is *not* envisaged that candidates would be unsupervised at any time.

Outcomes 1, 2: The following are suggested for Climbing.

Candidates should be given clear guidance on personal equipment. The safety aspects of correctly fitting harness and helmets are of particular importance. Whilst it is not expected that candidates would fix belays, they should be shown how the process is carried out and encouraged to constantly and consistently check all anchor points. It is appreciated that many groups will wish to try abseiling, and while experience of all aspects of climbing activities is to be encouraged, the dangers associated with abseiling should never be underestimated. Instructor to participant ratios should conform to national governing body guidelines.

Outcome 3: Candidates should be able to perform competently in basic skills, the emphasis in this Unit being on participation and enjoyment. Candidates should develop a keen awareness that the outdoor environment is neither benign nor inherently safe. Performance evidence of appropriate equipment usage should be underpinned by the background given as guidance above. Performance evidence of safe and effective participation in the selected activity on at least three separate occasions allows for the fact that outdoor pursuit activities frequently take place over extended sessions lasting many hours, and in different environmental conditions.

Outcome 4: As with many other aspects of learning, the importance of reflection in the outdoor experience is not to be underestimated. Participants in outdoor activities are frequently placed in apparently hazardous situations which can have a profound effect on personal development, and it is important that the instructor/assessor can empathise with the many emotions which may be experienced in an outdoor pursuit situation. The candidate should be encouraged to describe at least two personal strengths and identify at least two areas for personal improvement — this may be done orally in the field as long as a suitable means of recording information is used, and indeed allows for greater immediacy and relevance to the assessment process.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be introduced to the selected activity prior to going into the outdoors — this may be done in a variety of different ways — use of video, pool sessions, indoor climbing areas, spending some time going over procedures and safety. Once outside there should be an emphasis on participation and achievement in a setting which is safe yet challenging for participants.

Underpinning knowledge may be developed by the use of handouts, video material, visiting speakers etc. Most of the Unit should, however, be delivered in a practical situation.

Centres should ensure appropriate registration and qualifications for instructors/assessors. If working with candidates under the age of 16 there are additional considerations for adventure licensing and child protection.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Participating in outdoor activities will frequently require both Oral and Written Communications skills, together with elements of feedback, review and reflection. Team working and the importance of group safety will develop skills of *Working with Others*, and the multiplicity of environmental, mechanical and physical demands on participants will give rise to a need for *Problem Solving* skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Given that this Unit is primarily practically based, candidate evidence should be generated where possible in the field. It is at the discretion of the centre as to how many hours are dedicated towards practical activity. It is however recommended that it should not exceed 30 hours in order to allow candidates time to complete other non practical assessments.

As stated above, the minimum Evidence Requirement is for at least three sessions, though it should be recognised by centres that this figure is influenced by the longer session times (often 6–8 hours) prevalent in outdoor pursuits activity. Centres offering shorter sessions should give consideration to this and consider the implications for assessment of limited candidate experience. Centres are encouraged to take into account factors such as; the type of activity, ease of access to facility, location and semester lengths, in determining the number of sessions delivered and the hours dedicated to each session.

Feedback should be given to the candidate at regular periods within the practical sessions in order to assist the candidate in accurately monitoring and evaluating personal performance which they will need to consider for assessment in Outcome 4.

The tutor is encouraged to adopt an integrated approach to assessment in the Unit.

National Unit Specification: support notes (cont)

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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 Communication 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