



National Unit Specification: general information

UNIT Sporting Activity: Swimming (SCQF level 4)

CODE F82D 10

SUMMARY

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

This Unit is designed for candidates with no previous experience in the selected activity.

OUTCOMES

- 1 Describe personal equipment, its function and prepare for the swimming activity.
- 2 Participate at an introductory level in the swimming activity.
- 3 Evaluate the swimming 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: MC

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National Unit Specification: general information (cont)

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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

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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 equipment, its function, and prepare for the swimming activity.

Performance Criteria

- (a) Describe personal equipment and its function for the activity and explain its function.
- (b) Describe equipment selection for activity.
- (c) Select appropriate personal equipment.

OUTCOME 2

Participate at an introductory level in the swimming activity.

Performance Criteria

- (a) Utilise selected equipment safely and effectively.
- (b) Demonstrate awareness of procedures for safe participation in the activity.
- (c) Perform techniques and movements consistently at an introductory level.

OUTCOME 3

Evaluate the swimming activity in terms of personal performance.

Performance Criteria

- (a) Describe personal strengths and weaknesses.
- (b) Identify from the swimming activity where there is areas for personal improvement.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Personal equipment: Swimming costume, goggles.

Outcome 2: Performance evidence of appropriate equipment usage.

For Performance Criteria (a) the assessor should record performance that personal equipment is correctly used on at least eight separate occasions.

For Performance Criteria (b) the assessor should record performance evidence of safe and effective participation in the selected activity on at least eight separate occasions.

For Performance Criteria (c) the assessor should record performance evidence, for example through a marked checklist/video, or explanatory comment. Evidence should cover techniques and movements appropriate to an introductory level, and candidates should demonstrate these on at least eight separate occasions.

Outcome 3: 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 an 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

Candidates should be introduced to the importance of correctly fitting equipment, and given clear guidance on appropriate equipment for personal use. Equipment should include as a minimum swimming costume and goggles, though lecturers/instructors may wish to cover the use of nose clips, swimming caps and flotation devices. This is not an exhaustive list, and may be supplemented by assessors dependent on available facilities.

Outcome 2: Candidates should be able to perform competently in basic skills, the emphasis in this Unit being on participation and enjoyment. Performance evidence of appropriate equipment usage should be underpinned by the information given as guidance above. Performance evidence of safe and effective participation in the selected activity on at least eight separate occasions allows for the fact that swimming activities are frequently of relatively short duration.

Outcome 3: As with many other aspects of learning, the importance of reflection in sporting activity at any level is not to be underestimated. The development of physical skills may place stresses on participants 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 such situations. 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 participation. Once involved in the activity there should be an emphasis on participation and achievement: the setting should be safe yet challenging for participants. An effective instructor will aim to spend the majority of their time coaching and teaching rather than managing the environment.

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 child protection.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Participating in any sporting activities will frequently require both Oral and Written Communications skills, together with elements of feedback, review and reflection.

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 eight sessions. Centres offering different length sessions should give consideration to this and consider the implications for assessment. 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 3.

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

National Unit Specification: support notes (cont)

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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

Performance Exemplification: Swimming

The purpose of this exemplification is to add definition about performance qualities required at different levels, in this case within the swimming context. The standards described equate with the standards described in the performance Units within Physical Education at SCQF level 4 level.

The rationale used for describing performance is that sporting activity Units are performance driven. As such it is the whole view of performance that is described. This is in preference to a technique specific model of performance with only the associated movement patterns that accompany the techniques being described. This is considered to have limitations as a model of whole performance. Instead a model that describes in a more detailed way the demands, environments and practical contexts that candidates would typically be working in is offered. Techniques are demonstrated through being selected, developed and refined in building towards performing in skilful contexts.

These definitions of performance contexts relate to Outcome 2. The performance qualities described are an exemplification of the performance standards, and are issued as guidance for practitioners in delivering the Units. They attempt to show a clear logical exemplification of standards, but are not prescribed mandatory requirements that each candidate must exactly match. Instead the qualities described aim to paint a picture of the performance level required and, crucially, an insight into the context and demands that candidates are likely to be working in.

Outcome 2c: Techniques and movements appropriate to an introductory level are performed consistently

For all swimming strokes the recognised techniques are Front Crawl, Back Crawl, Butterfly and Breaststroke accompanied by relevant starts and finishes. The extent to which the participants are required to complete these strokes with regard to the three important factors of:

- (i) number of different swimming techniques required.
- (ii) ability to sustain performance over particular distances.
- (iii) ability to swim techniques at a certain speed.

will be addressed in the descriptions of performance at each level. The participant should be competent in some of the key elements of two of the identified strokes and being able to make some attempt the other strokes. The key elements of the stroke are body position, leg action, arm action, breathing and timing.

At this level there are few speed demands. The participant should be able to swim approximately 50 m prior to the onset of fatigue and stroke deterioration.

National Unit Specification: support notes (cont)

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Starts, if pool depth allows, should be appropriate to stroke and are usually dynamic with forward momentum developed from a balanced, set position into the flight. The flight trajectory may be inconsistent resulting in a poor entry and glide phase. A smooth entry into the swim is usually evident although there may be some loss of momentum.

Stroke rhythm begins to become inconsistent as the participant anticipates the turn. A controlled finish is usually evident although the participant can lose form over last ten metres or slow down as they anticipate the finish. The Participants at this level should be able to use floats for part swimming of different strokes to enhance performance, for example, using arm floats to concentrate on leg action only and alternately through using leg floats to concentrate on arm actions only.

At this level control and fluency will be evident in some of the key elements in the two main strokes but may be limited in a third stroke. Control and fluency in **front crawl and back crawl** is developing through improving body position to ensure greater streamlining.

In front crawl the body will still occasionally be over inclined from head to feet. The head will often be held high to accommodate breathing or held very low. These weaknesses often result in an overly physical response from the participant. In back crawl a flatter body position with head held in line with the body and eyes looking upwards and forwards is required. In both crawl strokes the leg action may be exaggerated with too much knee bend. This may lead to resistance being created by the participant. In both crawl strokes the arm action will be simultaneous and continuous but may appear rather straight on entry and lack a phased pull. Entry will often result in splashing and recovery will be inefficient without a high elbow in front crawl.

In back crawl the participant may, through lack of flexibility and limited technique, find it difficult to circle the arms close enough to the side of the head in recovery. In front crawl breathing will often be erratic exhalation and inhalation occurring with the head raised and resultant loss of momentum. The timing in front crawl often lacks co-ordination.

In **breaststroke** the body position may be over inclined from head to feet resulting in a loss of streamlining. There will be need though for improvements in the overall efficiency of the stroke through more effective leg and arm action. Often the leg action may lack power possibly as the result of one or more feet being turned in to engage the water with the top of the foot (screw kick). Arm action will be simultaneous on the same horizontal plane and consist of an outstroke, downstroke and insweep phase. although there may be some over exaggeration of one or more of these phases. Recovery should involve dropping of the elbows and tucking them into the sides before the hands move forward to full recovery. Breathing exhalation should occur during the recovery and inhalation as the hands come under the chin. Timing shows some lack of coordination which may be evident in a jerky stroke.

Butterfly is unlikely to be one of the strokes used at this level. If it is a broad approximation of the whole stroke should be evident with a simultaneous arm cycle and leg movements with reasonable propulsion occurring.