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# National 5 Skills for Work Sport and Recreation Course Specification (C219 75)

**Valid from August 2013**

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

# Course outline

**Course title:** National 5 Skills for Work Sport and Recreation

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C219 75

## Mandatory units

The course comprises the following mandatory units:

J16H 75	<i>Sport and Recreation: Assist with a Component of Activity Sessions</i>	6 SCQF credit points
J16J 75	<i>Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry</i>	6 SCQF credit points
J16L 75	<i>Sport and Recreation: Assist with Fitness Programming</i>	6 SCQF credit points
J16N 75	<i>Sport and Recreation: Assist with Daily Centre Duties</i>	6 SCQF credit points

To achieve the course award the learner must successfully achieve all the units which make up the course.

## Recommended entry

While entry is at the discretion of the centre, it would be beneficial for learners to have attained the following or equivalent:

- ◆ National 4 Skills for Work Sport and Recreation or any of its units

## Progression

This course or its components may provide progression to:

- ◆ National Courses at Higher
- ◆ Scottish Vocational Qualifications (SVQs) in Sport and Recreation
- ◆ further study, employment and/or training

## Core Skills

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

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

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Aspects of the NOS from levels 1–3 have been incorporated into this course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards.

The units of this course have been mapped against the following:

- ◆ level 1: Sport Recreation and Allied Occupations
- ◆ level 2: Activity Leadership, Operational Services, Coaching, Teaching and Instructing, Instructing, Exercise and Fitness
- ◆ level 3: Leisure Management, Sports Development, Outdoor Education/Recreation and Development, Coaching, Teaching and Instructing

In this course, the areas where the above standards are reflected are:

- ◆ adhering to health and safety procedures
- ◆ dealing with facilities and equipment
- ◆ supporting customers/users in sport and recreation activities
- ◆ reviewing own skills and abilities, and setting targets for improvement

Further details are provided in the 'Rationale' section.

## **Equality and inclusion**

This Course Arrangements 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).

## Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for National 5 Skills for Work Sport and Recreation

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The National 5 Skills for Work Sport and Recreation course builds on the National 4 Skills for Work course but has also been designed to allow suitable learners to enter at this level. It provides a basis for progression into further education and training/employment in the sports and recreation sector. The course will enable learners to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector. Learners will work under supervision in an appropriate sport and recreation environment, but will be expected to become more actively involved with customers and operational staff than learners taking the National 4 Skills for Work course.

This course is designed to meet the needs of the sport and recreation industry. Research confirmed that there is a need to introduce a course at this level to encourage both school learners and adult returners into the industry, to reduce skills gaps and to promote the image of sport and recreation as a career area with good prospects.

Learners may opt for this course, both because they have an interest in this area of Sport and Recreation, and also because they wish to undertake experiential learning as part of a broad programme of National Courses. This may provide progression to:

- ◆ National Courses at Higher
- ◆ Scottish Vocational Qualifications (SVQs) in Sport and Recreation
- ◆ further education programmes
- ◆ training or employment

Sport and recreation is a well-established industry with qualifications ranging from National Qualifications and SVQs for Sport and Recreation, to Higher National qualifications in areas such as Fitness, Health and Exercise, Sports Science, Sport and Recreation Management, Sports Coaching, and Sports Therapy. It offers a wide range of career opportunities.

## Purposes and aims of the course

The general aims of the course are to:

- ◆ allow learners to experience vocationally related learning
- ◆ provide learners with a broad introduction to the sport and recreation sector
- ◆ encourage learners to foster a good work ethic, including time-keeping and a positive, responsible attitude
- ◆ provide opportunities to develop a range of Core Skills in a realistic setting
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ facilitate progression to further education and/or training

The general aims above are similar to the aims set out in the National 4 Skills for Work course. The specific aims for this course are developed from the National 4 Skills for Work course. In particular, this course aims to develop:

- ◆ a broad base of knowledge, skills and understanding related to the sport and recreation industry
- ◆ an awareness of health and safety issues relevant to a range of activities
- ◆ communication and customer care skills
- ◆ Core Skills
- ◆ technical knowledge and skills in relation to setting up and checking equipment
- ◆ good practice in maintaining a clean, tidy and safe working environment
- ◆ skills in planning, reviewing and evaluating activity sessions
- ◆ skills in developing physical training plans, reviewing progress and setting goals for others
- ◆ learners' ability to benefit from further learning opportunities, study and training opportunities in the area of sport and recreation

Learners who have successfully completed the National 4 Skills for Work Sport and Recreation course will have the opportunity to further develop in the areas identified above.

## Information about typical learners who might do the course

The primary target group for this course is school learners in S3 and above. It is anticipated that for this group of learners, as at National 4, delivery of the course will rely on, and build on, existing partnerships between schools, further education colleges, employers and other training organisations. These partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise. The course is also suitable for adult learners who are seeking to enhance their employability and develop introductory vocational skills in the sport and recreation sector.

# Course structure and conditions of award

## Summary of course content

The course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments — sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting-up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting up, dismantling and checking equipment and resources; helping to plan and review a training programme, and establishing good practice in identifying and reviewing goals. The course also covers health and safety legislation and risk assessment.

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

### ***Sport and Recreation: Assist with a Component of Activity Sessions (National 5) (1.5 credit)***

In this unit, learners will assist in the planning and delivery of a component within activity sessions for both a group and a single client, with the person responsible. They will use appropriate resources that meet centre/organisational guidelines. They will carry out risk assessments and health and safety procedures laid out for the activity sessions. Learners will also assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Learners will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible.

### ***Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (National 5) (0.5 credit)***

In this unit, learners will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary.

### ***Sport and Recreation: Assist with Fitness Programming (National 5) (1 credit)***

In this unit learners, working with the person responsible, will learn how to develop and organise a physical training plan for a client. Learners will assist in establishing a client's fitness baseline taking into account the client's overall objectives. They will work with the person responsible to address aspects of health and safety, monitor the client's progress, carry out periodic monitoring of the client's physical training plan, review the results and modify the physical training plan.



### ***Sport and Recreation: Assist with Daily Centre Duties (National 5) (1 credit)***

In this unit, learners will gain experience in setting up and dismantling and storing equipment. They will learn how to:

- ◆ move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements
- ◆ check for faults in equipment and deal with them

Learners will gain experience in cleaning and tidying areas within the organisation, as well as choosing the correct materials and the appropriate personal protective equipment (PPE). In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Learners will learn to demonstrate a positive approach when interacting with clients, staff and others. This positive approach will include the ability to communicate appropriately, be responsive, and establish and maintain effective relationships.

### **Conditions of award**

To achieve the award of National 5 Skills for Work Sport and Recreation, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

# Assessment

## Assessment objectives

Assessment across the units of this course allows learners to demonstrate:

- ◆ technical knowledge and skills in relation to working in a sport and recreation setting
- ◆ the skills of planning, reviewing and evaluating, including planning fitness for clients
- ◆ communication and customer care skills
- ◆ awareness of relevant health and safety and risk assessment issues

Each unit will be supported by an ASP, which will provide an assessment package and exemplify the national standard.

## Unit assessment

The assessment of the units in this course will be as follows:

### ***Sport and Recreation: Assist with a Component of Activity Sessions (National 5) (1.5 credit)***

Assessment evidence will take the form of:

- ◆ relevant information gathered for each activity regarding client(s), activity and emergency procedures (with personal client details removed)
- ◆ risk assessment for each activity
- ◆ session plans — (1 x group, 1 x individual client)
- ◆ assessor checklists
- ◆ copies of completed emergency procedure report forms (1 x medical, 1 x other type of emergency)
- ◆ personal action plan

### ***Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry (National 5) (0.5 credit)***

Assessment evidence will take the form of:

- ◆ information on a minimum of three career or further education opportunities, for example job adverts, college prospectuses, magazines, newspapers, print-out of websites
- ◆ information on skills, qualifications and experience required, for example Regulatory and National Governing Body qualifications, National Courses, school/college certificates, SVQs, Register for Exercise Professionals, communication skills, target setting, health and safety awareness,
- ◆ specified length of experience
- ◆ personal skills, qualifications and experience reviewed and mapped against a minimum of two career options
- ◆ personal career action plan for an identified career, showing short and long-term goals including training needs, reviewed on two occasions

### ***Sport and Recreation: Assist with Fitness Programming (National 5) (1 credit)***

Assessment evidence will take the form of:

- ◆ completed client's physical activity record questionnaire
- ◆ completed fitness baseline record for one client
- ◆ client's physical training plan related to two components of fitness, incorporating safety aspects and any necessary modifications, covering a minimum period of six weeks
- ◆ final review form
- ◆ modified client's physical training plan for future use
- ◆ assessor checklist

Assessment evidence will take the form of:

- ◆ learner's completed work schedule — showing setting up equipment, taking down equipment, storing equipment, cleaning and tidying facilities
- ◆ centre/organisation equipment and facility reports completed by the learner
- ◆ assessor checklists
- ◆ evidence of at least three client interactions

Exemplification of possible assessment approaches for these units will be provided in the ASP.

### **Quality assurance**

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course 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
- 3.4 Planning for, and making, choices and changes

## **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 skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<i>Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry</i>	= A
<i>Sport and Recreation: Assist with a Component of Activity Sessions</i>	= B
<i>Sport and Recreation: Assist with Daily Centre Duties</i>	= C
<i>Sport and Recreation: Assist with Fitness Programming</i>	= D

Employability skill/attitude	Evidence
◆ Working co-operatively with others	D
◆ Review and self-evaluation	A, B
◆ Reviewing progress of others	D
◆ Setting targets for self and others	A, B, D
◆ Positive attitude to learning	A, B
◆ Planning and preparation	B, D
◆ Customer care/dealing with clients	B, D
◆ Time-keeping	B
◆ Taking advice from others	B, D
◆ Wearing appropriate dress	B
◆ Giving advice and feedback to others	B, D
◆ Awareness of relevant health and safety issues	B, C, D
◆ Time management	C

## Assessment evidence in all units:

- A = Assessor observation checklists, information on opportunities, skills, qualifications and experience, learner information, personal career action plan.
- B = Assessor observation checklists, activity information, risk assessment form, session plan, report forms, personal action plan.
- C = Assessor observation checklists, work schedule, equipment and facility reports, client interactions.
- D = Assessor observation checklists, fitness baseline record, client physical training plan, modified client's physical training plan.

## Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

### Guidance on approaches to delivery and assessment for this course

Centres will need to ensure that learners have the basic knowledge required for the different units. This is particularly important in the *Sport and Recreation: Assist with a Component of Activity Sessions* (National 5) unit since a working knowledge is required of the activity they are performing/demonstrating. Delivery staff will have to provide the appropriate time to develop learners' understanding and awareness of the theory and practical skills required for the four units, for example, basic COSHH regulations in relation to cleaning and tidying equipment and facilities.

It would be appropriate for qualified visiting speakers to provide input into specific aspects of units, for example, first aid and personal fitness. As well as providing essential knowledge, this will give the learners a broader perspective on the sport and recreation sector.

It would be beneficial if learners were able to carry out their practical activities in a variety of different facilities. This would give learners an opportunity to work with a wider selection of people and participants, although it is appreciated that this will not always be possible.

### Sequencing/integration of units

While the sequence of delivery of the units is for individual centres to decide, a possible approach would be to start with the *Sport and Recreation: Assist with Fitness Programming* (National 5) unit since this would enable the client's physical training plan to be spread over a longer period of time and so give more time for improvements in fitness to take place.

The two units *Sport and Recreation: Assist with Fitness Programming* (National 5) and *Sport and Recreation: Assist with a Component of Activity Sessions* (National 5) involve the learner working with groups and individual clients over a minimum period of six weeks. In the *Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry* (National 5) unit, the learner is required to review a personal career action plan over a period of time. In planning delivery, centres must therefore ensure that sufficient time is allowed for these activities.

It is of course appreciated that where availability of resources at a particular time is an issue, the sequence of delivery may be affected.

### Guidance on approaches to delivery

It is essential to ensure that relevant aspects of health and safety are adhered to, particularly when learners are involved in practical activities, or assisting others in practical activities. It is important that learners are made aware of the specific health and safety requirements for each of the four units, in particular *Sport and Recreation: Assist with a Component of Activity Sessions* (National 5) and *Sport and Recreation: Assist with Daily Centre Duties* (National 5).

## Guidance on approaches to assessment

Units have been designed so that information can be gathered holistically where possible. A variety of approaches is used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence, and the ASPs provide a variety of specific examples.

Some employability skills are assessed as part of the essential evidence required for particular units. However there are other employability skills which are developed and encouraged but not formally assessed. Centres may wish to have regular reviews of the development of these skills with learners. This could be done along with the formal review process required in some of the units, for example the *Sport and Recreation: Assist with a Component of Activity Sessions* (National 5) unit.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. 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

Throughout the course, learners develop aspects of Problem Solving by planning and reviewing activity sessions, considering possible career paths, and implementing physical training plans. Learners assist and respond to their clients' needs, and work with other learners and staff, all of which develops some aspects of the Core Skill Working with Others.

*Sport and Recreation: Assist with a Component of Activity Sessions* (National 5) has the Working Co-operatively with Others component of Working with Others at SCQF level 4 embedded in it.

*Sport and Recreation: Employment Opportunities in the Sport and Recreation Industry* (National 5) has the Critical Thinking component of Problem Solving at SCQF level 4 embedded in it.

*Sport and Recreation: Assist with Fitness Programming* (National 5) has the Planning and Organising component of Problem Solving at SCQF level 5, and the Working Co-operatively with Others component of Working with Others at SCQF level 5 embedded in it.

# General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

The course focuses on:

- ◆ The planning and delivery of a component within activity sessions for both a group and for a single client, following health and safety procedures.
- ◆ Career pathways and the employability skills that employers are looking for in the sport and recreation industry.
- ◆ How to develop a physical training plan for a client and how to monitor their progress.
- ◆ How to safely set up, dismantle and store sport and recreation equipment following manufacturers' instructions and organisational procedures.

You will learn how to:

- ◆ Gather information about the activity, carry out a risk assessment and produce a plan for a component of an activity session for both a group and for one client.
- ◆ Deliver the component of the activity sessions to the client reviewing their feedback.
- ◆ Carry out emergency procedures in an activity session environment and complete relevant reports.
- ◆ Review your own performance to develop a personal action plan in relation to the activity sessions.
- ◆ Identify career opportunities and the relevant skills, qualifications and experience needed to work in the sport and recreation industry.
- ◆ Review your personal skills, qualifications and experience against career options in the sport and recreation industry.
- ◆ Develop your career action plan and identify areas where you need further training based on experience in sport and recreation.
- ◆ Develop a physical training plan for a client to establish their fitness baseline and take into account their overall objectives.
- ◆ Work with the person responsible to address aspects of health and safety and to monitor the client's progress using the physical training plan.
- ◆ Review the physical training plan with the person responsible and modify it for future use.
- ◆ Set up, dismantle and store sports equipment following manufacturers' instructions and health and safety procedures.
- ◆ Check for faults in sports equipment and report accordingly.
- ◆ Keep sport and recreation facility areas clean and tidy using the correct materials and using the appropriate personal protective equipment.
- ◆ Respond to client needs in a positive manner.

You do not need to have any previous qualifications or experience.

After you finish this course, 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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## History of changes to national course specification

Version	Description of change	Date
02	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 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 course specification.

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