
National 4 Skills for Work Sport and Recreation Course Specification (C219 74)

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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 4 Skills for Work Sport and Recreation

SCQF credit points: (24 SCQF credit points)

Course code: C219 74

Mandatory units

The course comprises the following mandatory units:

J15J 74	<i>Sport and Recreation: Skills for Employment</i>	1 SCQF credit point
J15E 74	<i>Sport and Recreation: Assist with Activity Sessions</i>	1 SCQF credit point
J15F 74	<i>Sport and Recreation: Dealing with Facilities and Equipment</i>	1 SCQF credit point
J15M 74	<i>Sport and Recreation: Dealing with Accidents and Emergencies</i>	0.5 SCQF credit points
J15R 74	<i>Sport and Recreation: Personal Fitness</i>	0.5 SCQF credit points

Recommended entry

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

Progression

This course or its components may provide progression to:

- ◆ other qualifications in sport or related areas
- ◆ further study, employment and/or training
- ◆ National 5 Sport and Recreation
- ◆ National Certificate programmes in Further Education colleges
- ◆ SVQs in Sport and Recreation

Core Skills

Achievement of this course gives automatic certification of the following:

Working with Others and Critical Thinking.

There are also opportunities to develop aspects of Core Skills which 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.

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 the 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: Operations and 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.

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 4 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.

This Sport and Recreation course has been designed to provide a basis for progression into further education and training/employment in the sports and recreation sector. The course will allow learners to start to develop the general and practical skills, knowledge and understanding and employability skills and attitudes needed in the sector.

The progression from school to workplace can be made more effective if pupils can access vocational programmes. This course allows them to sample a range of sport and recreation disciplines in a meaningful way, while gaining a recognised National Qualification which provides a variety of progression opportunities. These include:

- ◆ National 5 Sport and Recreation
- ◆ National Certificate programmes in Further Education colleges
- ◆ SVQs in Sport and Recreation
- ◆ suitable training/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, and Sport and Recreation Management. This course fills an identified need for an introductory course that meets the needs of industry and is suitable for school candidates as well as adults wishing to experience a starter course.

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

In particular, the aims of the course in Sport and Recreation are to:

- ◆ build a broad base of knowledge, skills and understanding related to the sport and recreation industry
- ◆ develop an awareness of health and safety issues relevant to a range of activities
- ◆ develop communication and customer care skills
- ◆ develop aspects of the Core Skill of Working with Others
- ◆ build technical knowledge and skills in relation to setting up and checking equipment
- ◆ develop good practice in maintaining a tidy and safe working environment
- ◆ encourage skills of planning, reviewing and evaluating activity sessions
- ◆ develop skills in setting personal fitness goals and reviewing progress
- ◆ prepare learners for further learning opportunities, study and training opportunities in the area of sport and recreation

Information about typical learners who might do the course

The primary target group for this course is school learners in S3 and S4. It is anticipated that for this group of learners, 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.

The course has been designed to meet the needs of the sport and recreation industry. It has been confirmed that there is a need to introduce a qualification to encourage both school leavers and adult returners into the industry, to reduce the skills gaps and to promote the image of sport and recreation as a career.

Course structure and conditions of award

Summary of course content

The course content covers the main practical activities involved in carrying out a support role in a sports and recreation environment — assisting with planning, setting up and delivering activity sessions; assisting with setting up, dismantling and checking equipment and resources; assisting with accident and emergency procedures; dealing effectively and courteously with customers/users, staff and others; helping to plan and review a personal training programme, establishing good practice in setting and reviewing personal goals. The course content also covers Health and Safety legislation.

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: Skills for Employment (National 4)

On completion of this unit the learners should be able to demonstrate a positive approach when interacting with customers, staff and others. This positive approach should include communicating appropriately, being responsive and establishing and maintaining relationships. Learners will also have developed the ability to review their own progress, identify their strengths, their weaknesses and review their own development needs.

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

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.

Sport and Recreation: Dealing with Facilities and Equipment (National 4)

On completion of this unit the learner will have gained experience in setting up and taking down equipment. They will have been involved in ensuring that the manual handling of equipment complies with the manufacturer's instructions as well as with organisational regulations. They will also be aware of the need to check for faults with the equipment and of how these faults might be dealt with. The learner will have gained experience in cleaning and tidying areas within the organisation, choosing the correct materials and choosing the appropriate personal protective equipment for the task. In addition, they will have gained knowledge and understanding of the importance of the relevant health and safety procedures required.

Sport and Recreation: Dealing with Accidents and Emergencies (National 4)

This unit introduces the learner to procedures for dealing with injuries and emergencies in a sport and recreation setting. Learners will participate in a number of practical activities, which will help them to develop knowledge and understanding of a range of procedures to deal with injuries and emergencies. They should be able to complete organisational report forms.

Sport and Recreation: Personal Fitness (National 4)

In this unit learners will learn, with assistance, how to identify their fitness baseline, plan and organise their own ongoing physical training plan, setting both short- and long-term personal goals, before putting the physical training plan into action. Learners will then review their progress with a person responsible and highlight areas that went well, and those that need improvement, before drawing up a revised plan.

Conditions of award

To achieve the award of National 4 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

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

Assessment objectives

The assessment objectives of the course include:

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

Unit assessment

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

Sport and Recreation: Skills for Employment (National 4)

Assessment in this unit consists of:

- ◆ two observation checklists for interactions with customers
- ◆ two observation checklists for activities involving working with others
- ◆ two progress review sheets

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

Assessment in this unit consists of:

- ◆ plans for at least two activity sessions
- ◆ an assessor checklist
- ◆ a review pro forma

Sport and Recreation: Dealing with Facilities and Equipment (National 4)

Assessment in this unit consists of:

- ◆ an assessor checklist
- ◆ a learner log of completed activities

Sport and Recreation: Dealing with Accidents and Emergencies (National 4)

Assessment in this unit consists of:

- ◆ a short response test
- ◆ an observation checklist
- ◆ completed report forms

Sport and Recreation: Personal Fitness (National 4)

Assessment in this unit consists of:

- ◆ a physical training plan including a baseline fitness plan
- ◆ a log sheet
- ◆ a review of progress together with a revised plan

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

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).

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
- 3.3 Physical wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

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, D and E as indicated.

<i>Sport and Recreation: Skills for Employment (National 4)</i>	= A
<i>Sport and Recreation: Assist with Activity Sessions (National 4)</i>	= B
<i>Sport and Recreation: Dealing with Facilities and Equipment (National 4)</i>	= C
<i>Sport and Recreation: Dealing with Accidents and Emergencies (National 4)</i>	= D
<i>Sport and Recreation: Personal Fitness (National 4)</i>	= E

Employability skill/attitude	Evidence
◆ reviewing progress	A, B, E
◆ dealing with customers	A, B
◆ taking advice	A, B, C, E
◆ self evaluation	A, E
◆ setting targets	A, B, E
◆ wearing appropriate dress	A, B, C
◆ working co-operatively	A, D
◆ planning and preparation	B, E
◆ time keeping	B
◆ giving advice	B
◆ completing tasks	B
◆ awareness of health and safety procedures	C, D
◆ following instructions	C, D
◆ time management	E
◆ positive attitude to learning	B, C, D

Assessment evidence in all units:

- A = Assessor observation checklists, learner review
- B = Assessor observation checklists, learner review, activity session plan, risk assessments
- C = Assessor observation checklists, learner review, learner log, reports
- D = Assessor observation checklists, learner review, learner knowledge and understanding questions, accident report
- E = Assessor observation checklists, learner review, fitness baseline review, training plan, log sheet, revised training

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

The key principles of experiential learning, employability skills, vocational skills and Core Skills are built into the learning and teaching approaches recommended for each of the units in this course.

Learners require to have the opportunity to develop both relevant vocational skills, as well as a variety of real employability skills, in the context of a sport and recreation setting. Some of these skills could be looked upon as generic skills required in the wider workplace, while others are specific employability skills required for the sport and recreation sector. The course requires that candidates gain real hands on experience in an appropriate sport and recreation setting.

Centres will need to ensure that learners have the basic knowledge required for the different units. This is particularly important in the *Assist with Activity Sessions* (National 4), 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 five units, for example, basic COSHH regulations in relation to cleaning and tidying equipment and facilities.

Health and Safety

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 five units, in particular *Assist with Activity Sessions* (National 4) and *Dealing with Facilities and Equipment* (National 4).

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: Personal Fitness* (National 4) and *Sport and Recreation: Skills for Employment* (National 4) units, since this would enable:

- ◆ the personal fitness activities to be spread over a longer period of time and so give more time for improvements in fitness to take place
- ◆ evidence for the *Sport and Recreation: Skills for Employment* (National 4) unit to be gathered during delivery of the other units

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 would be appropriate for qualified visiting speakers to provide the 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 an alternative selection of people and participants, although it is appreciated that this will not always be possible.

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 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 *Skills for Employment* (National 4) 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.

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. There are opportunities for working co-operatively with others when carrying out allocated tasks as members of a group.

Learners will complete routine accident report forms and give short oral reports. These are good opportunities for developing aspects of written and oral communication. Many of the activities in the unit will involve working co-operatively with others, for example in a fire drill. It will be important to emphasise in teaching/learning that each person must play their part effectively if the overall goal has to be achieved.

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.

The unit *Sport and Recreation: Personal Fitness* (National 4) has the Critical Thinking component of Problem Solving at SCQF level 4 embedded in it. The unit *Sport and Recreation: Skill for Employment* (National 4) has the Core Skill of Working with Others at SCQF level 4 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 activity sessions using appropriate equipment that meets both organisational guidelines and health and safety procedures.
- ◆ Setting up and taking down sport and recreation equipment following the manufacturer's instructions and health and safety procedures.
- ◆ The employability skills looked for in a sport and recreation job role including a positive approach when communicating with others.
- ◆ Introducing you to practical activities which will help you understand the procedures for dealing with injuries, illness and emergencies in a sport and recreation setting.
- ◆ How to identify your fitness baseline and how to organise a physical training plan, setting personal goals.

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.
- ◆ Participate in setting up a range of sport and recreation equipment.
- ◆ Take down and store sport and recreation equipment.
- ◆ Keep sport and recreation facility areas clean and tidy using the correct materials and using the appropriate personal protective equipment.
- ◆ Interact positively with customers in a sport and recreation environment.
- ◆ Build good working relationships with others.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Understand the procedures for dealing with accidents resulting in injuries.
- ◆ Understand the procedures for dealing with emergencies.
- ◆ Participate in activities related to injury and emergency procedures in a sport and recreation setting.
- ◆ Plan and organise your own physical training with both short- and long-term personal goals.
- ◆ Set up and monitor your own physical training plan.
- ◆ Review and modify your own physical training plan.

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
2.0	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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