



## National Unit Specification: general information

**UNIT** Physical Education: Supported Participation in Group Activities  
(Access 1)

**CODE** F35J 07

### SUMMARY

This Unit is part of a suite of Access 1 Supported level Units. This Unit has been designed to give candidates with severe and complex learning needs an opportunity to participate in physical activities in a group situation. This Unit aims to allow candidates to participate in the activities that are appropriate to their individual needs. No prior knowledge or experience of group activities is required.

**NOTE:** The candidate will do this Unit with the appropriate level of support and resources. Some candidates may progress from requiring a high level of support, to working more independently, while others may always require full adult support. Levels of support are defined in Guidance on Learning and Teaching Approaches in the Support Notes section.

### OUTCOMES

- 1 Participate in group physical activities.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1\*)

*\*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

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

**UNIT**      Physical Education: Supported Participation in Group  
                 Activities (Access 1)

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT            Physical Education: Supported Participation in Group Activities (Access 1)**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Participate in group physical activities.

#### **Performance Criteria**

- (a) Identify an appropriate piece of equipment for the group activity.
- (b) Complete the activity as part of the group.
- (c) Use equipment appropriately whilst participating in the group activity.

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

Candidates will participate in the activities according to individual physical ability.

Candidates are required to meet each Performance Criteria for **two** different group activities.

Performance evidence is required to demonstrate that the candidate is able to:

- ◆ identify one appropriate piece of equipment for each group activity. This should be from a selection of at least two pieces of equipment.
- ◆ complete both group activities.
- ◆ use equipment appropriately whilst participating in each group activity.

Performance evidence can be recorded on an observation checklist, photographic evidence, or an audio or video recording.

The candidate should be allowed to provide evidence using his/her normal mode of communication which may be verbal or non-verbal.

## **National Unit Specification: support notes**

### **UNIT            Physical Education: Supported Participation in Group Activities (Access 1)**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

The support notes outline the range of learning and teaching approaches, which are suitable for the diverse needs of different candidates.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours. However, the individual needs of candidates must be taken into account and some will require more than 40 hours to complete the Unit.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This is a practical Unit which gives candidates the opportunity to participate in practical experiential learning in a number of group activities within the context of physical education in a supported learning environment. A variety of approaches should be taken to allow candidates to develop their interests and talents. This Unit will allow candidates to develop their coordination and the ability to work with others.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

The Physical Education Units at Access 1 Supported level have been deliberately designed with a degree of overlap in content between some of the Units, to take account of the need to retain and reinforce skills for candidates at this level. For this reason it is strongly recommended that evidence of assessment from one Unit should not be used as evidence for assessment for any other Unit which covers the same task (for example using the same evidence from a group activity to meet the requirements of this Unit and the *Physical Education: Supported Participation in Swimming Pool Activities (Access 1)* Unit) as this repetition gives the candidate the opportunity to demonstrate reinforcement and retention of skills.

#### **Activities and equipment**

The activities will be based on the individual candidate's needs and abilities. Specialist equipment may be required or equipment may need to be adapted to enable candidates to participate in these activities. The list given below is neither prescriptive nor exhaustive but offers suggested resources and activities that could be undertaken by candidates.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Supported Participation in Group Activities (Access 1)

Group activities and equipment could include:

Activity	Possible equipment to use
Boccia	Boccia balls (red and blue), white jack ball, turn indicator.
Team target games (eg aiming bean bags into hoops)	Bean bags, soft balls (large and small), hoops, tubs.
Turn taking activities (eg passing a ball/bean bag)	Bean bags, balls, small hoops. Specialist tactile equipment.
Ball games and activities (eg rounders)	Balls of all kinds, skittles, bats.
Small sided team games (Three or five a side)	Footballs, basketballs, basketball stands.
Parachute games	Parachute, balls, small hoops, balloons.
Group Dance/music based activities	CD player, action songs.

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

#### Levels of adult support

Candidates undertaking this Unit will require different levels of teacher/lecturer/assistant support.

This would include the following range:

- ◆ Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience. **(E1)**
- ◆ Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level. **(E2)**
- ◆ Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level. **(A)**
- ◆ Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support. **(P)**
- ◆ Candidates who require constant prompting to engage in the practical task. **(CP)**
- ◆ Candidates who require reduced prompting to engage in the practical task. **(RP)**
- ◆ Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the task. **(IS)**
- ◆ Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learned. **(Ind)**
- ◆ Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process or the whole process. **(CA)**

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

### **UNIT**      Physical Education: Supported Participation in Group Activities (Access 1)

#### **Choice**

It is intended that in the planning and delivery of this Unit teachers/lecturers will ensure that an element of candidate choice is an integral part of the learning and teaching process at every level.

Completing Performance Criteria (a) could encompass the following range of candidate engagement, from experiential to independent functioning. Candidates could engage with this task in one or more of the following ways:

- ◆ Candidates who will identify equipment by matching for example:
  - Object to object
  - Object to label
  - Label to label
  - Pictorial to pictorial
  - Pictorial to symbol
  - Symbol to symbol
  
- ◆ Candidates who will identify the equipment using symbol/pictorial with a single written word.
- ◆ Candidates who will identify the equipment using a single written word.
- ◆ Candidates who will identify the equipment from a simple written list.
- ◆ Candidates who will identify the equipment following an oral instruction with signing/gesture.
- ◆ Candidates who will identify the equipment following oral instructions.

Depending on the needs of the individual candidate, teachers/lecturers may incorporate the above approaches with either step-by-step demonstrations or with a demonstration for the entire task.

#### **Resources to Support Learning and Teaching**

The needs of the candidates will determine the resources required to allow them to participate in the Unit and engage in the task.

It is also recognised that for most candidates, language and communication resources in respect of the range of augmentative communication systems, will be prerequisite to effective functioning.

Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning.

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

### **UNIT            Physical Education: Supported Participation in Group Activities (Access 1)**

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Assessment of this Unit is based on the level of adult support required by the candidate to allow them to participate in the learning experience. It is recommended where appropriate that centres keep a record of each candidate's progress while taking this Unit. This may be done by recording in Appendix 2, the appropriate support code given in Appendix 1. Some candidates may require the same level of support throughout.

It is recommended that this record of candidate progress is made available to any other centre which the candidate attends. It may also be included in the candidate's Individual Education Plan, Personal Learning Plan, Progress File or other form of record.

For those candidates who, through practice and the embedding of these skills in other Physical Education Units, may become less reliant on adult support, the assessment of their performance may be delayed until they have reached their maximum level of functioning.

For those candidates with significant motor impairment, who require total adult support to engage in the physical aspects of the activity, but whose cognitive ability would allow them to indicate the steps and tasks within the process, it is this element of the activity that should be recorded and assessed.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required summative assessment, which is recorded for assessment purposes. Candidates should be given every opportunity to practise assessment tasks while doing the Unit so that they are adequately prepared for the formal assessment.

Records of all assessment instruments used and evidence of candidate performance should be retained for verification purposes. This evidence could be in the form of checklists recording the candidate's performance or recording the responses to questions, or may also be in the form of video, photographic or audio recordings of the candidate's response. All checklists and logs of video, photographic or audio recordings must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

The recording sheet provided in Appendix 2 can be used by centres to record the level of support individual candidates required to achieve each Performance Criterion for each activity and for the overall Unit. The level of support required by candidates is not recorded on the Scottish Qualifications Certificate and this particular recording sheet is not therefore needed for SQA verification purposes. However, it is recommended that centres retain the completed recording sheets as an aid to tracking candidate progress and they can be used to pass information about the candidate's level of support if he/she moves to another centre.

The recording sheet includes space for up to three assessments of each activity in case the centre wants to re-assess the candidate at later stages to see if the level of support required has improved. It should be noted, however, that candidates cannot be certificated more than once for a Unit and the certificate states only that a candidate has achieved an Access 1 Unit, it does not state the level of support required.

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

### **UNIT**      Physical Education: Supported Participation in Group Activities (Access 1)

#### **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)*.

#### **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)).

## **National Unit Specification: Appendix 1**

### **UNIT        Physical Education: Supported Participation in Group Activities (Access 1)**

#### **Appendix 1 — Support Codes**

##### **Codes to Facilitate Recording**

Teachers should exercise their professional judgement in determining the overall code for the Unit.

##### **E1 (Experiential 1)**

Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.

##### **E2 (Experiential 2)**

Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.

##### **A (Awareness)**

Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at a participation level.

##### **P (Participation)**

Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.

##### **CP (Constant Prompting)**

Candidates who require constant prompting to engage in the practical task.

##### **RP (Reduced Prompting)**

Candidates who require reduced prompting to engage in the practical task.

##### **IS (Intermittent Support)**

Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the practical task.

##### **Ind (Independent)**

Candidates, who through familiarity of routine, become independent in most aspects of the practical task and maintain the skills learned.

##### **CA (Cognitive Ability)**

Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process, or the whole process.

## National Unit Specification: Appendix 2

**UNIT** Physical Education: Supported Participation in Group Activities (Access 1)

**Appendix 2 — Exemplar Recording Sheet not mandatory (refer to the Support Codes in Appendix 1)**

**NOTE:** This recording sheet is not mandatory; it can be used to record and track candidate performance over time and can be kept as an internal record within the centre. The recording sheet is not required for External Verification purposes.

**Candidate Name:**

### Group Activity 1

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
(a) Identify an appropriate piece of equipment for the group activity.	CP	3/3/07				
(b) Complete the activity as part of the group.	RP	3/3/07				
(c) Use equipment appropriately whilst participating in the group activity.	CP	3/3/07				

**Overall level of support given to candidate to complete Activity 1**

CP

### Group Activity 2

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
(a) Identify an appropriate piece of equipment for the group activity.	CP	2/6/07				
(b) Complete the activity as part of the group.	CP	2/6/07				
(c) Use equipment appropriately whilst participating in the group activity.	RP	2/6/07				

**Overall level of support given to candidate to complete Activity 2**

CP

**Overall level of support given to candidate to complete Unit**

CP

**Teacher/Lecturer signature** S. Smith

**Date** 2/6/07

## National Unit Specification: Appendix 3

**UNIT** Physical Education: Supported Participation in Group Activities (Access 1)

**Appendix 3 — Blank Recording Sheet not mandatory (refer to the Support Codes in Appendix 1)**

**NOTE:** This recording sheet is not mandatory; it can be used to record and track candidate performance over time and can be kept as an internal record within the centre. The recording sheet is not required for External Verification purposes.

**Candidate Name:** \_\_\_\_\_

### Group Activity 1

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
(a) Identify an appropriate piece of equipment for the group activity.						
(b) Complete the activity as part of the group.						
(c) Use equipment appropriately whilst participating in the group activity.						

**Overall level of support given to candidate to complete Activity 1** \_\_\_\_\_

### Group Activity 2

Performance Criteria	Support Code	Date	Support Code	Date	Support Code	Date
(a) Identify an appropriate piece of equipment for the group activity.						
(b) Complete the activity as part of the group.						
(c) Use equipment appropriately whilst participating in the group activity.						

**Overall level of support given to candidate to complete Activity 2** \_\_\_\_\_

**Overall level of support given to candidate to complete Unit** \_\_\_\_\_

**Teacher/Lecturer signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## National Unit Specification: Appendix 4

**UNIT** Physical Education: Supported Participation in Group Activities (Access 1)

### Appendix 4 — Exemplar Assessment Checklist

**Candidate Name:** Tony Burrows

#### Activity 1 — Bocchia

<b>Performance Criteria</b>		<b>Date</b>
(a) Identify an appropriate piece of equipment for the group activity.	Tony stated that the ball was a Bocchia ball.	23/1/07
(b) Complete the activity as part of the group.	Tony joined in with the others in his team.	23/1/07
(c) Use equipment appropriately whilst participating in the group activity.	Tony throws his own ball safely and when told to do so by staff.	23/1/07

#### Activity 2 — Parachute game

<b>Performance Criteria</b>		<b>Date</b>
(a) Identify an appropriate piece of equipment for the group activity.	Tony selected a balloon when playing a parachute game and stated it was a balloon.	12/4/07
(b) Complete the activity as part of the group.	Tony waits his turn before the balloon passes to another member of the group.	12/4/07
(c) Use equipment appropriately whilst participating in the group activity.	Tony passes the balloon safely at hand height to other group members.	12/4/07

**Teacher/Lecturer signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## National Unit Specification: Appendix 5

**UNIT**      Physical Education: Supported Participation in Group Activities  
(Access 1)

### Appendix 5 — Blank Exemplar Assessment Checklist

**Candidate Name:** \_\_\_\_\_

#### Activity 1 — .....

<b>Performance Criteria</b>		<b>Date</b>
(a) Identify an appropriate piece of equipment for the group activity.		
(b) Complete the activity as part of the group.		
(c) Use equipment appropriately whilst participating in the group activity.		

#### Activity 2 — .....

<b>Performance Criteria</b>		<b>Date</b>
(a) Identify an appropriate piece of equipment for the group activity.		
(b) Complete the activity as part of the group.		
(c) Use equipment appropriately whilst participating in the group activity.		

**Teacher/Lecturer signature** \_\_\_\_\_

**Date** \_\_\_\_\_