



National Unit Specification: general information

UNIT Physical Education: Participating in Individual Activities
(Access 1)

CODE F35N 07

SUMMARY

This Unit is part of a suite of Access 1 Independent level Units. It is one of three Physical Education Units which have been designed to give candidates in a supported learning environment an opportunity to participate in individual physical activities which are appropriate to their individual needs. This Unit focuses on physical activities that are completed individually by the candidate. No prior knowledge or experience of carrying out individual activities is required. Candidates should be allowed to use their normal mode of communication while undertaking the Unit.

OUTCOMES

- 1 Participate in individual 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.*

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

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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: Participating in Individual 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 individual physical activities.

Performance Criteria

- (a) Identify the activities to be completed.
- (b) Identify the individual skills needed to complete the activities.
- (c) Demonstrate these skills while completing the activities.
- (d) Use equipment safely to avoid injuring yourself.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Candidates will participate in activities most suited to their individual physical ability.

Candidates must provide evidence relating to:

- ◆ **two** different activities
- ◆ **two** different skills for each activity
- ◆ and **one** piece of equipment for each activity

Written and /or oral or other recorded modes of communication will be required as evidence in relation to Performance Criteria (a) and (b). Acceptable forms of candidate evidence may be, for example, in scribed written form, or in the form of audio or video recording.

Performance evidence will be required in relation to Performance Criteria (c) and (d). This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

Each candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal.

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.

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 free-standing Access 1 Independent level Unit. The content of the Unit gives candidates the opportunity to identify and participate in a variety of individual activities and also to identify and demonstrate particular skills or techniques used in these activities. Candidates will also learn how to use equipment safely while participating in these activities.

It is expected that candidates will need some help to identify the individual activities they should complete as the range of options may be restricted by the candidates' capabilities. Despite this, candidates should be encouraged where possible to make their own choices in deciding which activities they will undertake.

The completion of any activity is likely to involve a variety of skills and this Unit provides the opportunity for two of these skills to be highlighted to the candidate to emphasise his/her ability in some way — this could be a skill involving for example, physical dexterity, touch, strength, balance, control, speed, reflex, etc. It will be important to identify skills that the candidate has shown he/she is comfortable with as the intention is to encourage and build the candidate's confidence in these aspects of the activity.

Candidates who have completed this Unit may wish to study the other two Physical Education Units at Access 1 Independent level:

Physical Education: Participating in Swimming Activities (Access 1)

Physical Education: Participating in Group Activities (Access 1)

National Unit Specification: support notes

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Some candidates may need to use modified equipment to enable them to participate in the activities. The activities to be completed will be based on the individual candidate's needs and abilities.

The following list provides some examples of possible activities, skills and equipment. The list is not exhaustive and lecturers/teachers should use activities that are appropriate for the candidates they are working with.

Possible activities	Possible skills for each activity	Possible Equipment
Gymnastics	Rolling sideways, jump and half turn.	Mats.
Cycling	Propelling bike/cycling, stopping bike/braking safely.	Bikes, brakes.
Using gym/fitness equipment	Dependent upon equipment used.	Wall bars, horse.
Golf	Use of golf club, aim ball in correct direction.	Club, ball, tee.
Traditional activities eg skipping ropes	Jump, hop, skip.	Skipping ropes.
Riding eg Riding for the Disabled (RDA)	Mount horse, dismount from horse, ride horse (candidates may be led by an adult if appropriate).	Saddle, stirrups, hat, boots.
Skiing — dry slope and snow	Moving on skis, turning, stopping	Skis, poles, boots, clothing.
Dance eg National/Social/Creative	Individual dance movement — Experiencing music/dance steps/dance patterns — demonstrating awareness of these/performing dance steps/dance.	Shoes, clothing.
Swimming	Moving in water with or without use of aids. Use of Halliwick approach.	Floats, bands, goggles.
Carpet Bowls	Lifting and rolling, measurement of pace, distance and line.	Bowls, jack.

National Unit Specification: support notes (cont)

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Some activities that are included in this Unit could also apply to the other two Physical Education Units at Access 1 Independent level. However, it is strongly recommended that evidence of achievement from one Unit should not be used as evidence for achievement for any other Unit which covers the same task (for example the same swimming activity should not be used to provide evidence for the Individual Activities Unit and the Swimming Activities Unit). Instead, candidates should be given the opportunity to repeat the assessment for the second Unit as this repetition gives them the opportunity to demonstrate the reinforcement and retention of skills.

This is a practical Unit which gives candidates the opportunity to participate in a number of individual activities within the context of physical education. This Unit allows candidates to develop their skills in physical education and to experience the pleasure and enjoyment that can be gained from taking part in physical exercise and sport. Candidates should be given positive encouragement throughout the completion of their activities to improve their confidence and to help them achieve at the highest level of performance they are capable of.

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

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. This Unit can be assessed in several ways depending on the candidate. Candidates can identify the activities and skills in a number of ways: oral communication, identifying pictorially, written communication and/or use of augmentative technology.

- ◆ PC (a) Identify the activities to be completed.
Two different activities need to be identified; however, they do not need to be identified at the same time. This can take place on two separate occasions.
- ◆ PC (b) Identify the individual skills needed to complete the activities.
Two different skills for each activity need to be identified. The identification of two skills for each activity can take place on separate occasions prior to completing the activity.
- ◆ PC (c) Demonstrate these skills while completing the activities.
Several activities can be attempted but only evidence relating to the completion of two different activities must be collected. Evidence should be collected to show that the candidate can demonstrate two skills. An observation checklist can be used to record completion of the activities or alternatively a video recording could be used as evidence. Where a video is made this could be used for candidates to view their performance in the activity and identify skills they might be using.

National Unit Specification: support notes (cont)

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- ◆ PC (d) Use equipment safely to avoid injuring yourself.
The teacher/lecturer should explain to the candidate how and why equipment should be used before the activity is attempted. For example, boots should be securely fastened before skiing to avoid injury, or candidates should check they will land on the mat before completing a gymnastic exercise.

A record of all assessment instruments used and recorded evidence of candidate performance should be retained for verification purposes. These could be in the form of checklists completed by a responsible person observing the performance or recording the responses to questions, or in the form of audio or video recordings of the candidate's response or in the form of photographic evidence. All checklists and logs of audio, video, photographic records 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.

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).

National Unit Specification: Assessment Checklist Exemplar

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Exemplar Assessment Checklist

NOTE: This example is offered as a guide only and illustrates an assessment for this Unit.

Candidate Name: James Smith

Activity: Using Fitness Equipment		
Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.	James said that he was going to the Fitness Room to use the bike and treadmill.	22/11/06 <i>B Brown</i>
PC (b) Identify the individual skills needed to complete the activities.	James said he would have to use the controls on the bike and treadmill to adjust the pace of the machines. He also said he would go quite slow so that he wasn't tired out too quickly.	22/11/06 <i>B Brown</i>
PC (c) Demonstrate these skills while completing the activities.	James used the bike to cycle on the spot for 6 minutes. He used the treadmill to walk and run for 8 minutes.	12/12/06 <i>B Brown</i>
PC (d) Use equipment safely to avoid injuring yourself.	James waited until the treadmill stopped before he stepped off.	12/12/06 <i>B Brown</i>

Activity: Using a trampoline		
Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.	James wrote that he wanted to use the trampoline to bounce.	12/1/07 <i>B Brown</i>
PC (b) Identify the individual skills needed to complete the activities.	James had been practising to bounce on one leg and then the other.	12/1/07 <i>B Brown</i>
PC (c) Demonstrate these skills while completing the activities.	James demonstrated the one legged bouncing skill that he had mastered while on the trampoline.	13/2/07 <i>B Brown</i>
PC (d) Use equipment safely to avoid injuring yourself.	James kept to the middle of the trampoline and away from the springs. He dismounted from the trampoline carefully when instructed to do so by a member of staff.	13/3/07 <i>B Brown</i>
The candidate has successfully completed this Unit <i>B Brown</i> 24/3/07		

National Unit Specification: Assessment Checklist Exemplar (cont)

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Blank Exemplar Assessment Checklist

Candidate Name:

Activity:		
Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.		
PC (b) Identify the individual skills needed to complete the activities.		
PC (c) Demonstrate these skills while completing the activities.		
PC (d) Use equipment safely to avoid injuring yourself.		

Activity:		
Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.		
PC (b) Identify the individual skills needed to complete the activities.		
PC (c) Demonstrate these skills while completing the activities.		
PC (d) Use equipment safely to avoid injuring yourself.		

The candidate has successfully completed this Unit

Signature/date
