



## National Unit Specification: general information

**UNIT** Personal Development: Leisure Time Activities (Access 1)

**CODE** F56K 07

### SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level'.

This Unit is designed principally for candidates developing basic skills in a supported learning environment. It provides an opportunity for candidates to identify a leisure activity, the resources required for it and to take an active part in the leisure activity. Candidates should be allowed to use their normal mode of communication while undertaking the Unit.

### OUTCOMES

- 1 Participate in a Leisure Time Activity.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is an introductory Unit, no prior knowledge or experience is required.

### CREDIT VALUE

1 credit at Access 1 level (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.*

### CORE SKILLS

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

---

#### Administrative Information

**Superclass:** HB

**Publication date:** December 2008

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

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

### **UNIT        Personal Development: Leisure Time 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 SQA.

#### **OUTCOME 1**

Participate in a leisure time activity.

#### **Performance Criteria**

- (a) Identify one leisure time activity.
- (b) Identify one resource required for the activity.
- (c) Take part in the leisure time activity.

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

Performance evidence will be required in relation to this Outcome. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence. The performance evidence should be recorded to show that the candidate:

- ◆ identifies one leisure time activity from a choice of at least two
- ◆ identifies one resource required for the activity
- ◆ takes part in the leisure time activity

The candidate should be allowed to provide evidence using his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following:

- ◆ Speech
- ◆ Writing
- ◆ Word Processing
- ◆ Signing
- ◆ Lip-reading
- ◆ Braille
- ◆ Computer assisted communication

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

### **UNIT      Personal Development: Leisure Time Activities (Access 1)**

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

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

This is a free-standing Access 1 Independent level Unit. The Unit gives candidates the opportunity to identify and take part in a leisure time activity with support. The activity identified by the candidate should be selected from at least two alternatives that should be pre selected by the teacher/lecturer depending on the candidate's needs. Candidates may need support to complete this Unit.

Teachers/lecturers should select a choice of appropriate activities depending on the age and individual abilities of each candidate.

All relevant health and safety guidelines should be taken into account when deciding on the context for this Unit. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

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

When pre selecting activities for the candidate to choose from, the teacher/lecturer will need to give careful consideration to: the physical abilities of the candidate; access to and from the venue where activity will take place; and any risk assessment that the centre may need to consider ahead of the activity. The activities should take place outwith the centre.

In completing this Unit it will be important to encourage candidates to do as many things as they can for themselves both during and in the lead up to the activity. For example, if visiting the cinema the candidate could try to buy the ticket, or if going to the bowling alley the candidate could collect their own shoes. While these things should be encouraged, they are not essential and will depend on the needs of each candidate, however, as the objective of the Unit is to increase candidate's confidence and independence, every effort should be made to ensure candidates do as much as they can for themselves.

Prior to visiting the venue for the activity and taking part in the activity, candidates could be given the opportunity to practice in the classroom environment some of the things they may be asked to do. For example, there could be a role play exercise involving candidates buying tickets, or candidates asking where the changing rooms are, or storing things in a locker.

There is a wide range of venues and activities that could be used for assessment purposes. The table below gives a variety of examples of possible venues, activities and tasks, but this should not be viewed as an exhaustive list.

## National Unit Specification: support notes (cont)

### UNIT Personal Development: Leisure Time Activities (Access 1)

Possible venues for activities	Possible activities	Possible resources
Swimming Pool	Swimming	Swimming costume, goggles, flotation devices
	aqua aerobics	Swimming costume, goggles, flotation devices
Cinema	Watching films	Cinema ticket
Ice Rink	Skating	Skates, gloves
	Curling	Curling stones, brushes
Sports Centre	Badminton	Rackets, shuttles
	Table tennis	Bats, ball, net
	Basketball	Ball, hoops
	Fitness programmes	Exercise bikes
Bowling Alley	Ten pin bowling	Bowls, skittles, socks

The activity chosen can be one that the candidate is familiar with or one that is new to the candidate. However, as the intention of this Unit is to build the candidates confidence and independence it would be better if an unfamiliar activity could be chosen where this is possible as this is more likely to represent a challenge to the candidate.

Although candidates will be accompanied during their visit to the venue and during the activity, this Unit provides an opportunity to stress the importance of personal safety. Depending on the activity chosen, there may also be an opportunity to explain the difference between private and public places (such as changing rooms and toilets) and this would allow opportunity for integration in the delivery of this Unit with the Unit *Appropriate Behaviour in Different Settings*. There may be other opportunities to integrate the delivery of this Unit with the delivery of related Units, such as *Making a Journey*.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

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

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and 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)*.

This Unit will be assessed through the identification of a leisure time activity, the identification of a resource used during the activity and the completion of the activity. The venue used for the activity should be somewhere outwith the centre.

## National Unit Specification: support notes (cont)

### UNIT      Personal Development: Leisure Time Activities (Access 1)

The teacher/lecturer may want to take pictures of the venue for the activity, the candidate completing their activity and the resources used during the activity, to build up a portfolio which could be used later in the classroom to make a poster or display about the activity.

Observation evidence should be collected by the teacher/lecturer for this Unit. The teacher/lecturer should observe the candidate:

- ◆ identifying the activity to be undertaken
- ◆ identifying a resource that will be needed during the activity
- ◆ taking part in the activity

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. These records could be in the form of checklists completed by the lecturer/tutor observing the candidates performance, or in the form of video or photographic evidence.

All checklists, video or photographic evidence must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of each named candidate.

An example of a blank assessment checklist for this Unit is provided at Appendix 1 along with an example of a completed checklist. Centres may use the blank checklist provided or produce their own version.

### **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

### Personal Development: Leisure Time Activities (Access 1)

Observation Checklist for recording candidate's performance

Name of candidate .....

<b>Performance Criteria</b>	<b>Comment</b>	<b>Date Achieved</b>
(a) Identify one leisure time activity		
(b) Identify one resource required of the activity		
(c) Take part in the activity		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

## National Unit Specification: Appendix 2

### Personal Development: Leisure Time Activities (Access 1)

Example of an Observation Checklist recording a candidate's performance

Name of candidate *David Jackson*

<b>Performance Criteria</b>	<b>Comment</b>	<b>Date achieved</b>
(a) Identify one leisure time activity	<i>From the picture cards David chose swimming for his leisure activity.</i>	<i>26/11/08</i>
(b) Identify one resource required of the activity	<i>From the picture cards David chose the flotation device for his resource to go swimming.</i>	<i>26/11/08</i>
(c) Take part in the activity	<i>David swam 2 lengths of the swimming pool with support and then came out of the pool.</i>	<i>26/11/08</i>

The named candidate has successfully completed this Unit.

Teacher/lecturer signature *Mary Jones*

Date *26 November 2008*