



Higher National Unit specification

General information

Unit title: Play, Policy and Community (SCQF level 8)

Unit code: H5X2 35

Superclass: EE

Publication date: November 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to identify a range of legislation, policies and frameworks nationally which impact on children and young people's play. This will take the form of a policy audit.

These should be linked to the work of the local authority or organisation employing the learner, including new initiatives, policies, and processes. This will also relate to policies out with directly working with children, such as planning, transport, community planning.

The target audience for this Unit is professionals from other disciplines whose work impacts on or influences the general context of play for children and young people nationally, for example, health care professionals, design specialists, housing services, etc.

This Unit is part of the PDA in *Strategic Planning for Play* and should be undertaken alongside the other Units in the award.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Investigate national legislation, frameworks, initiative and policies which impact on play.
- 2 Investigate organisational policies, strategies and action plans that act as drivers for the play agenda.
- 3 Investigate the wider areas of policy in the organisation which may have an impact on play in the community.

Higher National Unit Specification: General information (cont)

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Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Learners do not need to have knowledge or previous qualifications in the play sector. Learners should have the ability to think analytically and reflectively. Learners should also have the ability to carry out research at SCQF level 7.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit within the PDA in *Strategic Planning for Play* qualification.

Equality and inclusion

This Unit 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.

Higher National Unit specification: Statement of standards

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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.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate national legislation, frameworks, initiatives and policies which impact on play.

Knowledge and/or Skills

- ◆ United Nations Convention on the Rights of the Child
- ◆ Rights and Equality
- ◆ Current national and local legislation, policy and strategies
- ◆ Regulatory frameworks
- ◆ National outcomes
- ◆ Current national initiatives
- ◆ Community planning and development
- ◆ Public health
- ◆ Arts and open spaces
- ◆ Anti-poverty strategies
- ◆ Social housing

Outcome 2

Investigate organisational policies, strategies and action plans that act as drivers for the play agenda.

Knowledge and/or Skills

- ◆ Current local policies and strategies related to children's play
- ◆ Educational policy
- ◆ Health and well-being strategies
- ◆ Early years collaborative policy and strategy
- ◆ Protection and safeguarding provision
- ◆ Play provision and strategy
- ◆ Outdoor learning strategy and policy
- ◆ Early childhood provision
- ◆ Multi-agency working
- ◆ Organisational outcomes
- ◆ Local community planning targets and strategies

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Investigate the wider areas of policy in the organisation which may have an impact on play in the community.

Knowledge and/or Skills

- ◆ Identify policies, strategies and action plans which may indirectly impact on play
- ◆ Identify key policy makers, planners and providers who develop key areas of policy in the organisation
- ◆ Identify key organisational processes and practice which support development of policy in the organisation
- ◆ Scrutinise policies, process and practice in your organisation which could have an impact on play in the community
- ◆ Consider potential opportunities for cooperative working and policy development

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome by Outcome

Outcome 1

- ◆ identify policies, strategies and action plans which may indirectly impact on play
- ◆ identify key policy makers, planners and providers who develop key areas of policy in the organisation
- ◆ identify key organisational processes and practice which support development of policy in the organisation
- ◆ scrutinise policies, process and practice in your organisation which could have an impact on play in the community
- ◆ consider potential opportunities for cooperative working and policy development

Outcome 2

- ◆ research policies, which act as drivers for the play agenda in their organisation.
- ◆ research strategies and action plans that act as drivers for the play agenda in their organisation.
- ◆ research local initiatives which relate to the play agenda
- ◆ research local initiatives which relate to the wider children's agenda

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

- ◆ research the policies and strategies in their organisation which do not link directly to play, but are key part of the organisation.
- ◆ research the key figures in the organisation who develop policy
- ◆ investigate the policy process in the organisation
- ◆ map the organisational policies to potential opportunities to relate to play
- ◆ identify the impact of policies, process and practice on play in the local community
- ◆ explore the organisational agenda for collaborative working across departments

Holistic Assessment Guidance

The learner will be required to undertake an audit (Policy to Play mapping exercise) which gathers policies and procedures related to play, or which have the potential to impact on play and identifies key people whose job role impacts on play.

The learner will produce a holistic and integrated report which discusses the range of legislation and initiatives policies, processes and practice, which are crucial to the organisation and then identifies which are most relevant for play or have the potential to impact on play.

It will be expected that the learner will include a tabular representation of the organisational policy documents; national and local legislation or framework; relevance to play.

Outcomes 1, 2 and 3 will be assessed on one piece of work. This may be separated into two parts:

Part 1 — Policy Mapping

Part 2 — The Report

This assessment will be 1,000 words, appropriately referenced.



Higher National Unit Support Notes

Unit title: Play, Policy and Community (SCQF level 8)

Unit Support Notes are offered as guidance and 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 Unit is a mandatory Unit in the PDA in *Strategic Planning for Play* however it can also be a stand-alone Unit as part of Continuing Professional Development (CPD).

The Unit aims to give the learner in the first instance, in Outcome 1, a knowledge base of the national policy framework relating to children and children's play nationally. Key policy could include (current at time of Unit writing) Play Strategy, Getting It Right for Every Child (GIRFEC), Curriculum for Excellence (CfE), Childhood Practice, National Care Standards, Equally Well, Early Years Framework, Pre-birth to 3 guidance, National Outcomes, United Nations Convention on the Rights of the Child (UNCRC), Children and Young Peoples Act (2013).

This is then taken to a local level in Outcome 2, where the learner will identify policy and strategy in their organisation in relation to children and children's play. This may include policies such as wellbeing, healthy start, play strategy, outdoor learning, early years collaborative initiatives.

The aim for Outcome 3 is for the learner to gain information on the policy agenda within their organisation. This may include information from a policy sub group within the organisation or organisational outcomes which policy makers are required to work towards. The learner also needs to identify policy agenda which does not obviously relate to play, but which can be mapped against the play agenda. For example, the transport policy may not at first seem to be relevant to play, but can in fact play a part in ensuring safe streets for children to either play on or access to parks and open spaces. Play Scotland's toolkit 'Getting it Right for Play', can be used as a policy mapping guidance.

Guidance on approaches to delivery of this Unit

The Outcomes in the Unit can be delivered consecutively to build up the learners knowledge to the third Outcome. It is recommended that research and investigation skills are encouraged in order to identify the information required.

Higher National Unit Support Notes (cont)

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Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The learner will be required to undertake an audit (Policy to Play mapping exercise) which gathers policies and procedures related to play, or which have the potential to impact on play and identifies key people whose job role impacts on play.

The learner will produce a holistic and integrated report which discusses the range of legislation and initiatives policies, processes and practice, which are crucial to the organisation and then identifies which are most relevant for play or have the potential to impact on play.

It will be expected that the learner will include a tabular representation of the organisational policy documents; national and local legislation or framework; relevance to play.

Outcomes 1, 2 and 3 will be assessed on one piece of work. This may be separated into two parts:

Part 1 — Policy Mapping

Part 2 — The Report

This assessment will be 1,000 words, appropriately referenced.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for 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 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.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill(s) of *Communications*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Play, Policy and Community (SCQF level 8)

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

The purpose of this Unit is to give you the knowledge base of policy and legislation relating to play from a national and local perspective.

On completion of the Unit you should be able to:

- 1 Investigate national legislation, frameworks, initiative and policies which impact on play.
- 2 Investigate organisational policies, strategies and action plans that act as drivers for the play agenda.
- 3 Investigate the wider areas of policy in the organisation which may have an impact on play in the community.

In Outcome 1, you are expected to research the current national legislation and policy related to play and wider issues of children's services which may include play to a lesser extent.

Outcome 2 asks you to look internally at your own organisation, and identify the key policies, strategies, initiatives and action plans which relate to play and the wider children's services issues.

In Outcome 3 you are asked to take a different path. Focussing on your organisation again, you are expected to find out about policy development in your organisation, and also the key personnel responsible for this. The Outcome then expects you to identify some of the key policies in your organisation which may also be organisational outcomes and carry out a mapping exercise between these and the ones from Outcome 2 which relate more to children and play.

For the assessment, you will be required to undertake an audit (Policy to Play mapping exercise) which gathers policies and procedures related to play, or which have the potential to impact on play and identifies key people whose job role impacts on play.

You will produce a holistic and integrated report which discusses the range of legislation and initiatives policies, processes and practice, which are crucial to your organisation and then identifies which are most relevant for play or have the potential to impact on play.

This may be may be separated into two parts. The first being the policy mapping and the second being the report.