



National Unit Specification: general information

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

CODE F7JH 12

SUMMARY

The purpose of this Unit is to give candidates the knowledge and understanding of the playwork principles and theories that underpin working with children, their roles and responsibilities in relation to working with children and young people to provide play in a sports environment. The candidates will consider the quality playwork practice and professional standards.

Candidates will develop knowledge of the developmental level of the child and/or young person. Candidates will develop knowledge of play and activities appropriate for the child and/or young person, whilst maintaining their health, safety and wellbeing.

This Unit is part of the National Progression Award for Sport and Fitness: Play in a Sport Environment, but is also suitable for candidates wishing to study the Unit on its own.

OUTCOMES

- 1 Investigate the principles and theories, which underpin the provision of play for children and young people in a sport environment.
- 2 Investigate the role of the adult in the provision of play in a sports environment.
- 3 Investigate the benefits of quality playwork practice in a sports environment for children and young people.

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or Units from, or equivalent:

- ◆ a Communications Unit at SCQF level 5
- ◆ *Skills for Work: Early Education and Childcare* (SCQF level 5)
- ◆ NPA: *Playwork and Childcare*

Candidates would benefit from some knowledge and understanding of the development of *Children and Young People and Appropriate Play and Activities for Children and Young People*, particularly the Units: *Health, Safety and Wellbeing of Children and Young People in a Sport Environment* (SCQF level 6) and *Provide Play in a Sport Environment* (SCQF level 6).

CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

**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 components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

National Unit Specification: statement of standards

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

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

Investigate the principles and theories, which underpin the provision of play for children and young people in a sport environment.

Performance Criteria

- (a) Identify the playwork principles in relation to working with children and young people in a sport environment.
- (b) Identify theories of play and playwork.
- (c) Investigate how playwork theory can enhance the quality of play in a sports environment.

OUTCOME 2

Investigate the role of the adult in the provision of play in a sports environment.

Performance Criteria

- (a) Explain the role of the adult as ‘facilitator of play’
- (b) Explain the adult’s role in supporting self-directed play
- (c) Explain the adult’s role in supporting playwork principles in a sports environment

OUTCOME 3

Investigate the benefits of quality playwork practice in a sports environment for children and young people

Performance Criteria

- (a) Explain the benefits of play for the wellbeing of children and young people.
- (b) Explain the benefit of play for a child or young persons’ physical development.
- (c) Describe the benefits of play on the lifelong health and wellbeing of children and young people.

National Unit Specification: statement of standards (cont)

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required to demonstrate that the candidate has achieved all the Outcomes and Performance Criteria. The evidence will be gathered in a folio at appropriate points throughout the Unit. This folio of evidence will demonstrate that the candidate has investigated the following.

Outcome 1

Three reports of approximately 250 words each, which describe the following:

One report to include three principles of play in relation to working with children and young people in a sport environment.

Two theories of play, and how each of the theories can enhance the quality of play in a sports environment.

Outcome 2

An investigative report describing the adult role for the provision of play within a sports environment. (approximately 500–750 words) The report should cover all of the following:

- ◆ The adult as a facilitator of play
- ◆ The adults role in the provision of play spaces
- ◆ The adults' role in supporting self-directed play
- ◆ The adults role in upholding the principles of playwork

Outcome 3

An investigative report which identifies the benefits of quality playwork practice in a sports environment for children and young people. The candidate is required to investigate both the benefits for the wellbeing and physical development of children and young people and the negative impact of lack of play for children and young people. (approximately 500–750 words).

The evidence will be gathered in a folio at appropriate points throughout the Unit.

National Unit Specification: statement of standards (cont)

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

Candidates should be given a clear brief, indicating that their folio must contain:

- ◆ Three principles of play. *(250 words)*
- ◆ Two theories of play and how each of the theories can enhance the quality of play in a sports environment. *(250 words each)*
- ◆ Investigative report describing the adult role for the provision of play. *(750 words)*
- ◆ Investigative report which identifies the benefits of quality playwork practice. *(750 words)*
- ◆ A list of the resources they have used to undertake the investigations.
- ◆ An assessor checklist recording that the candidate has produced the investigative reports. The report must be based on the information they have gathered.

The evidence should be compiled as an on-going piece of work, and should be developed as the candidate progresses through the Unit. The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the candidate's own work. Assessors should maintain a record of any discussions with each candidate. The evidence should be retained in a folio.

National Unit Specification: support notes

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

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

Candidates will need to understand and investigate the current Playwork Principles (Play Wales 2005) as adopted by Skills Active (Sector Skills Council). They should also have the opportunity to consider some of the following:

Current and relevant legislation, for example, Children and Young People (Scotland) Act 2014

- ◆ Charters, national policies and quality standards, for example, UN Convention on the Rights of the Child, the National Care Standards, Skills Active Playwork National Occupational Standards

Candidates should have the opportunity to explore the value base for playwork practice that underpins working with children and young people in a sports environment. They should be helped to identify and understand that:

- ◆ all children have the right to play and that play is essential for a child's wellbeing
- ◆ the child is at the centre of all playwork practice
- ◆ playwork should empower children and support their needs, rights and views
- ◆ children have the right to make choices in play and that play preferences should be supported by the adult
- ◆ individuality, differences and diversity should be valued and celebrated
- ◆ equality of opportunity and anti-discriminatory practice must be promoted
- ◆ teamwork is essential in supporting quality playwork practice
- ◆ play involves exploration, risk and challenge
- ◆ the health and safety of the child must be paramount in any playwork practice
- ◆ confidentiality and agreements about confidential information are respected, unless a child's wellbeing is at stake
- ◆ partnership with parents/carers, colleagues and other professionals should be fostered
- ◆ reflecting on, evaluating and improving practice are essential for maintaining quality playwork provision

Candidates should be given opportunities to explore and reflect on their own value base as they learn about the principles of play and playwork.

The candidate should be able to explore some of the significant theories of play, and playwork that relate to the provision of play for children and young people within a sports environment.

National Unit Specification: support notes (cont)

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

Significant theories of play

This should be a play theory related to children and young people, such as:

Sturrock and Else, Psycholudics: description of the process of play through the play cycle*, and be able to identify play cues*.

Skills Active define Play Cycle as ‘the full flow of play from the first play cue from the child, its return from the outside world, the child’s response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display’ and a play cue as ‘facial expressions, language or body language that communicates the child or young person’s wish to play or invite others to play*’

Hughes: describes play that is evolutionary, and includes a variety of play types and play with natural elements.

The candidate should also consider the concept of ‘loose parts’ and how loose parts are used, and the views of other theorist such as Piaget: view of play: Practice play (0–2 years); Symbolic play (2–6 years); Games with rules (6/7 years +) or Corrine and John Hutt categorised play into two broad types; Epistemic play; Ludic play

Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as ‘The Colorado Paper’), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little Rock, USA.

Available as a PDF free of charge from www.ludemos.co.uk or info.ludemos@virgin.net.
Hughes referenced.

Playwork Theory and Practice by Fraser Brown is a useful reference tool.

Outcome 2

For Outcome 2 the candidate needs to develop their understanding of the role of the adult as ‘facilitator of play’ within the sports environment. They should consider the role of the adult in providing and supporting children and young people’s play choices; allowing the child or young person to direct their own play; and develop an understanding that children and young people have an innate desire to play, regardless of adult support.

The candidates should consider the adult role in supporting play spaces within the sports environment. This means that the candidates must be given opportunities to explore different types of sports environments that can support play, consider the play practice in each, and the value of each in meeting children and young people’s play needs and preferences, ie sports centre, open access play provision, adventure playground, or through sports development programmes or active schools, etc. Candidates must be given the opportunity to identify ‘play spaces’ that meet children’s play needs, and to identify quality playwork practice and play spaces, which are stimulating and challenging and enabling environments for children and young people.

National Unit Specification: support notes (cont)

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

Skills Active in the National Occupational Standards for Playwork define play spaces as ‘any area — physical, affective, permanent or transient — that supports and enriches the potential for children and young people’s self-directed play. A play environment may consist of one or any number of play spaces’ and a physical play space as ‘spaces that support children and young people in physically playing in any way they wish, for example, moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills.’

The candidate should investigate how adults can support self-directed play through a variety of intervention styles, such as:

- ◆ Observation — of play to identify what and how children and young people are playing; what, if any, support they may need; to observe play behaviours to ensure the environment provides effective play spaces; to observe of children’s play cues and play types
- ◆ Leading — providing direction in play; leading a game, activity or exercise; through specific intervention to support physical development; intervention for the health, safety or wellbeing of the children and/or young people
- ◆ Taking part — joining in play at the specific request of child or young person; waiting to be invited to play
- ◆ Facilitating — enabling un-interrupted play; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people

Candidates should also develop an understanding that the adult has a choice to intervene or not intervene in a child’s play and that this can have positive or negative impacts on that play frame. The adult must be sensitive to the children, their play and their play cues, in order to positively support and facilitate quality play.

Candidates should be encouraged to explore the modelling of the adult by children, and that they should be a positive role model. Children absorb attitudes and values from the people, experiences and situations that they come into contact with. Candidates should consider that how they relate to and show respect for children, will influence how children treat and relate to others. Candidates should consider the importance and impact of respecting the rights of the child, valuing and celebrating diversity and upholding the other values of playwork.

Outcome 3

For Outcome 3, candidates need to identify the benefits to children and young people of quality playwork practice in a sports environment. They should have an understanding of developmental factors affecting children and young people, and how these can support, positively or negatively, wellbeing and physical development.

National Unit Specification: support notes (cont)

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

Candidates need to explore the positive impact on a child's or young persons' wellbeing, for example on their confidence and self-esteem. The provision of play within a sports environment should allow children to try out new experiences and develop physical skills in a manner that meets their individual needs. These challenge and exercise should support and develop self-confidence and their sense of self-esteem and self-worth. Through quality play, children and young people will be encouraged to make positive choices in play, set their own goals and targets, be involved in discussions with their peer group, solve problems, work as part of a team, agree rules, rise to challenges, and develop thinking skills. Candidates should have the opportunity to discuss the 'therapeutic' nature of play and playwork, in that it allows the child or young person to explore and express their feelings through play, and in allowing them to develop understanding of the world around them and of their own experiences.

Children and young people move through many stages in their growth and development; including physiological and anatomical development. Candidates need to identify the value of play in supporting a child or young person through these stages. Candidates should be able to explain the benefit of play spaces for a child's physical wellbeing. There should be opportunities for children and young people to take part in physical activity during play. This has many benefits for the development of muscles, locomotor skills, visual perception, spatial awareness, coordination, growth and strength, and confidence in physical abilities, improvements in skills, among others. The candidates should be given the opportunity to identify long-term benefits of an active childhood and adolescence for good health in adult life.

Candidates should consider the problems associated with lack of play and physical activity for children and young people. They should have a general understanding of the impact of an inactive childhood on health and wellbeing,

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit, there should be a balance between tutor/lecturer led delivery and candidate centred research. Where possible, candidates should be given opportunities for practical workshop sessions. It is not necessary for candidates to have work or placement experience to achieve this Unit, but this would be desirable. Where candidates have experience of playwork practice within a sports environment, they should be encouraged to reflect on their own practice and the practice of others.

Candidates should have access to relevant documentation and guidelines, as well as up-to-date topical periodicals and magazines.

Outcome 1, 2 and 3 can be explored using a variety of methods:

- ◆ Small group discussion
- ◆ Case studies
- ◆ Individual research, candidates should be encouraged to use both paper based and web based reference material
- ◆ Outside speakers from playwork and/or sports environments
- ◆ Video/audio material
- ◆ Practical workshop sessions

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

The Unit requires some elements of feedback, review and reflection, there may be opportunities to develop both oral/written communication skills and *Problem Solving*.

The candidate will be required to explain and describe and in so doing will have the opportunity to develop skills in both Oral and Written Communication.

As candidates will be required to reflect on their own performance and that of others in a group, there will be further opportunities to develop skills in *Problem Solving* in addition to some opportunities to develop skills in *Working with Others*.

Throughout the Unit, candidates are required to research and analyse material both individually and in groups. There may be opportunities to use the internet and other information sources, leading to skill development in *Information and Communication and Technology (ICT)* and *Communication*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

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- ◆ Two theories of play and how each of the theories can enhance the quality of play in a sports environment

Outcome 2

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- ◆ The adult as a facilitator of play
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National Unit Specification: support notes (cont)

UNIT Working with Children and Young People to Provide Play in a Sport Environment (SCQF level 6)

Outcome 3

An investigative report which identifies the benefits of quality playwork practice in a sports environment for children and young people. The candidate is required to investigate both the benefits for the wellbeing and physical development of children and young people and the negative impact of lack of play for children and young people. (approximately 500–750 words)

The evidence will be gathered in a folio at appropriate points throughout the Unit.

Candidates should be given a clear brief, indicating that their folio must contain:

- ◆ Three principles of play. } approx.
- ◆ Two theories of play. } 750 words
- ◆ Two descriptions of current quality playwork. }
- ◆ Investigative report describing the adult role for the provision of play. 750 words
- ◆ Investigative report which identifies the benefits of quality playwork practice. 750 words
- ◆ A list of the resources they have used to undertake the investigations.
- ◆ An assessor checklist recording that the candidate has produced the investigative reports. The report must be based on the information they have gathered.

The evidence should be compiled as an on-going piece of work, and should be developed as the candidate progresses through the Unit. The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the candidate's own work. Assessors should maintain a record of any discussions with each candidate. The evidence should be retained in a folio.

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 Communication 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).

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Unit Specification update to incorporate current terminology and update any relevant legislation.	28/09/2016

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