



Arrangements for:

**National Progression Award in (NPA):
Play in a Sports Environment**

at SCQF level 6

Group Award Code: G9GE 46

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Contents

1	Introduction	1
2	Rationale for the development of the Group Award	1
3	Aims of the Group Award	2
3.1	Principal aims of the Group Award	2
3.2	General aims of the Group Award(s)	2
3.3	Target groups	2
3.4	Employment opportunities	3
4	Access to Group Award	4
5	Group Award structure	5
5.1	Framework	5
5.2	Mapping information	5
5.3	Articulation, professional recognition and credit transfer	6
6	Approaches to delivery and assessment	8
6.1	Content and context	8
6.2	Delivery	8
6.3	Assessment	9
7	General information for centres	9
8	General information for candidates	10
9	Glossary of terms	10
10	Appendices	11
	Appendix 1: Core Skill Signposting	12

1 Introduction

This is the Arrangements Document for the new Group Award in Play in a Sports Environment, at SCQF level 6 which was validated in May 2009. This document includes information on the NPA Play in a Sports Environment Award including its aims, guidance on access, details of the Group Award structure and guidance on delivery.

The NPA Play in a Sport Environment was developed to support candidates wishing to pursue Playwork as a possible career path. The competences achieved will allow candidates to make other career decisions and follow different pathways. Centres are able to use the award or the Units in order to best support their own candidates. The National Progression Award is designed to equip candidates with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications

The Units link to Skillsactive National Occupational Standards (NOS) in Playwork. Links are also made to core skills units.

2 Rationale for the development of the Group Award

The **NPA in Play in a Sports Environment** provides learning and practical opportunities for candidates wishing to develop their playwork skills in working with children and young people. The units are designed to allow the candidate to develop the knowledge and skills required to deliver play in a sports environment that meets the requirements of the National Occupational Standards in Playwork. It will allow candidates to develop their personal qualities and to develop their knowledge and skills in play and playwork, communication and development well-being, health and safety surrounding the topic. The award is designed to articulate with current SVQ and to support candidates who may wish to follow a career path in Playwork or Sport and Fitness.

The Award will provide:

- ◆ Opportunities to learn about current theories and best practice in play and playwork.
- ◆ Opportunities to acquire and apply skills in planning, implementing and evaluating play.
- ◆ Opportunities to take responsibility for managing resources, ensuring health and safety, undertaking risk assessment and following policy.
- ◆ Development of skills of working with others, including children and young people and colleagues.
- ◆ Develop skills of reflective practice, self-evaluation, and personal development.
- ◆ A choice of vocational pathways to be followed.
- ◆ Flexible approaches within the national occupational standards.
- ◆ The opportunity to preserve and build upon existing good practice.
- ◆ Compatibility with feeder qualifications, in particular Skills for Work (SfW) Early Education and Childcare at SCQF level 4 and 5 together with the National Progression Award, Playwork and Childcare SCQF level 5.
- ◆ Articulation with SVQ in Playwork at SVQ level 2 and beyond.
- ◆ A focus on the playwork practice being demanded by the industry.

3 Aims of the Group Award

3.1 Principal aims of the Group Award

- ◆ Develop the candidate's knowledge and understanding of current theories and best practice in play and playwork, and the impact on specific aspects of playwork sector and the sports and recreation industry.
- ◆ Develop the candidate's knowledge and skills in planning, implementing and evaluating aspects of the Play process.
- ◆ Enhance the candidate's prospects for their continuing education in the industry or outside it by the development of transferable skills.
- ◆ Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow candidates to progress to another level of education, if so desired.
- ◆ Further develop study skills and skills in investigating aspects of the industry which are specific to their interests and needs.
- ◆ Offer opportunities to develop core skills in a setting relevant to the industry
- ◆ Allow candidates to acquire some of the basic skills and knowledge required by the industry.
- ◆ Contribute to both the UK and Scottish Governments' targets regarding Lifelong Learning, Health Initiatives and Sport and Fitness targets for 2012, 2014 and beyond.

3.2 General aims of the Group Award(s)

- ◆ To focus and develop an appropriate range of functional skills and knowledge of Play and Playwork which reflect the ongoing and rapid changes within the sector and industry.
- ◆ To develop options to meet the needs of the sector and industry and allow the candidate to make informed choices regarding possible career pathways based upon their specific interests and skills.
- ◆ To provide delivery centres with a flexible award which can be tailored to suit their individual and market needs, hence increasing candidate employability via relevant and ongoing education.

3.3 Target groups

This National Progression Award is suitable for a wide range of candidates including:

- ◆ Candidates with a strong leaning towards and interest in Sport and Fitness.
- ◆ S5 and S6 candidates (who may have achieved S or H Phys. Ed. awards).
- ◆ School leavers.
- ◆ Progression candidates (eg Skills for Work, Candidates who may have achieved a PBNC at Int. 1 or who have achieved the NQGA at SCQF 5 or other comparable award).
- ◆ Candidates who aspire towards 'Elite' status (not for all awards).
- ◆ Adults returning to education.
- ◆ Employed candidates who wish to enhance their career prospects.
- ◆ Unemployed candidates who wish to enhance their job prospects.

3.4 Employment opportunities

The award is designed to permit candidates to develop knowledge and skills in the areas which most interest them and to allow better articulation with the programmes in Playwork, Fitness, Coaching, rather than offer direct access to employment. The industry continues to become more regulated and employers and insurance tends towards professional recognition for many positions. It is seen as important that candidates are prepared as well as they can be to allow these full skills to be developed within the HNC/D programme.

Within the area of Sport and Fitness, there is a substantial range of employment opportunities for properly qualified staff.

Coaches, teachers and instructors	Sport development facilitators	Facility operators and managers	Sports administrators	Other roles
Sports leader	Sport development assistant	Manager	Club secretary	Cleaner
Sports helper	Sport development officer	Assistant/Deputy Manager	National Governing Body secretary	Receptionist
Preliminary coach	Sports officer	Duty Manager/Officer	Chairman	Grounds person/ Groundskeeper
Assistant/deputy coach	Sports assistant manager/manager	Leisure/Recreation/Sports Assistant	Treasurer	Secretary
Various 'Grade' coaches, eg Grade four Rugby League Coach	Various 'Programme' managers/officers, eg Active Sport Manager	Lifeguard	Committee member	Administrator
Senior coach	School sport coordinator	Director of 'various' departments		Book Keeper/Accountant
Sports facilitator	Coach	Regional manager director		Professionals, eg Golf professional
Coach assistant	Sports facilitator	Chief Officer (generally LA sector)		Sports journalist
Various 'Programme' coaches				Sports media presenter
Coach educator				Physiotherapist
Coach tutor				Sport psychiatrist
Coach mentor				
Play Leader	Sport Development assistant	Manager		
Playworker	Active Schools Co-ordinator			
Play Ranger				

4 Access to Group Award

As with all SQA qualifications, access to the awards will be at the discretion of the centre although the National Progression Award Play in a Sports Environment (SCQF level 6) is designed to support candidates who have a strong interest in the area of Play.

One of the major attractions of the progression award is tailored to the needs, circumstances and personal ambitions of the candidates. The assessments for the NPAs will be challenging and meaningful and achievable for all candidates who are prepared to work to gain the awards.

For the NPA in Play in a Sport Environment

The entry requirements are that candidates have an interest and recent sport or fitness experience such that the delivering centre believes that the candidate has a realistic chance of success provided that work is put into the award.

The Units and NPA award is designed to allow candidates to develop by undertaking challenged by the assessment tasks, supported by the delivering centre but have no unreasonable barrier put between them and achievement.

5 Group Award structure

5.1 Framework

Play in a Sports Environment

The NPA will have 3 Units. All three must be completed for the Group award
The Units are as follows:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Working with children and young people to provide play in a sport environment	F7JH 12 – finish date 31/7/2024	6	6	1
Health, safety and well-being of children and young people in a sport environment	F7JJ 12 – finish date 31/7/2024	6	6	1
Provide Play Sessions in a Sport Environment	F7JK 12 – finish date 31/7/2024	6	6	1

or

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Working with Children and Young People to Provide Play in a Sports Environment	J7M3 46*	6	6	1
Health, Safety and Wellbeing of Children and Young People in a Sports Environment	J7M1 46*	6	6	1
Provide Play Sessions in a Sports Environment	J7M2 46*	6	6	1

*Refer to History of Changes

5.2 Mapping information

Links have been made to the Playwork National Occupational Standards (NOS) which apply to the Playwork units shown in the table below. These links are shown in the table below. The table is designed to show that the SQA award has been built upon and takes detailed account of the NOS for the industry.

The mapping is therefore in the form of signposting and there are many additional links. Other units where skill development is relevant are PW33 Support relationships in the play environment and PW36 Help to improve your own practice and the work of your playwork team. These are examples of some of the significant links only.

SQA Unit/Outcome PC	NOS Unit and Element	What you must do	What you must cover	Knowledge and Understanding
WWC Outcomes 1–3	PW34 PW26			K1–10 K1–8
HSW Outcomes 1–2	PW35.1 PW35.2	1–9 1–7	a 1–4 a 1–4	K1–12 K13–18
HSW Outcomes 3	PW35.3	1–4	n/a	K19–24 K29–34
PPS Outcomes 1–3	PW26.1 PW26.2 PW26.3 PW34.1 PW34.2	1–5 1–6 1–6 1–6 1–10	a 1–9 a 1–4 a 1, 3, 4 a 1, 3, 4	K1–4 K10–17 K18–26 K7–16 K18–20 K25–32

SQA Unit Titles:

WWC — Working with children and young people to provide play in a sport environment

HSW — Health, safety and well-being of children and young people in a sport environment

PPS — Provide Play in a Sport Environment

NOS Titles (SVQ Units)

Unit PW34 Work with children and young people to create play spaces and support freely chosen self-directed play

Unit PW26 Facilitate a specific play opportunity at children or young people's request

Unit PW35 Contribute to the health, safety, security and welfare of children and young people using the play environment

5.3 Articulation, professional recognition and credit transfer

The National Progression Award in Play in a Sport Environment is designed as a progression route to the full range of Sport and Fitness HN awards or SVQ Playwork Level 2 awards as well as an articulation route from the Skills for Work Sport and Recreation awards.

The awards are designed to allow candidates to progress from the Units and awards available at SCQF level 5 and if appropriate, enter at SQCF level 6 in order to acquire many underpinning skills and knowledge which will be required within the HN sport and fitness programmes.

It will articulate with Standard Grade and Higher level awards in Physical Education and permit candidates with a genuine interest for the subject areas, to develop that interest, widen their education and progress to employment within (or indeed out with) the active leisure and learning industry.

The Awards will articulate also with the range of SVQ qualifications and again will supply many of the skills and some of the basic aspects of the underpinning knowledge required.

Credit transfer

There are at this time no plans for credit transfer as the Units are new, designed to fill an educational gap and do not duplicate others at similar levels.

6 Approaches to delivery and assessment

6.1 Content and context

Progression awards are not designed to train people to full industrial competence. Rather there is an emphasis on developing the basic skills and knowledge required to engage in the next stages of the acquisition of those skills and knowledge that will be attractive to future employers both within and outwith the industry. Candidates can then build on these skills when working towards achieving an HNC/D or SVQ award.

The programme should be delivered in the context of the sport and or fitness environments in order to allow candidates to develop a greater understanding of terminology, working practices, the significance of research, personal skills, local and national targets together with political objectives for sport and fitness. Candidates will also develop an understanding of many safety issues.

The intention is that candidates undertaking any of the Units will gain personal skills and knowledge can lead towards employment in the future. Candidates will develop a broad knowledge of the industry and accepted practices

Each award stands by itself with its own aims and objectives and the Units show these clearly.

Delivery would in all cases require that candidates are well supported in the initial stages and would require support throughout to ensure that standards were maintained and that there was no compromise of health or safety issues at any time.

Assessments would where appropriate be observational, written or oral and may be supported in some cases by a second line assessor or mentor. These are further detailed within the Units where relevant.

The **Play in a Sports Environment** award requires that all three units be delivered as part of the national progression award. The candidates must understand the underpinning principles, theories of playwork, the legislative requirements for maintaining the health and safety, well-being of children and young people.

6.2 Delivery

Centres will form their own judgement as to the delivery schedule but this is likely to be in a logical sequence for the award.

It is recommended that centres decide what best suits the needs of the candidates and their own and local facilities.

Some Units may require much of the delivery to take place in a 'classroom' environment while others will clearly require candidates to be working outwith that environment while still receiving tutor support. This approach has its own challenges and centres will form their own judgements as to how to best support learning in a safe environment.

Full time, part time, block release, day release or evening classes are all possibilities for delivery. Again, the type of support needed will vary depending which Units and awards are being delivered.

There are many opportunities for the integration of delivery of Units within the award.

Unit delivery should be in a practical environment as much as possible, and assessment should also be within the same environment.

6.3 Assessment

The assessment strategy is designed to ensure an appropriate level of rigor whilst imposing no excessive demands on centres or candidates.

Assessment guidance is provided in each Unit Descriptor and the Evidence Requirement statement contained in each of the Units makes clear exactly what minimum evidence is required to achieve success.

Centres can decide the order in which Units are delivered, (and therefore assessed) based on candidate recruitment patterns, mode of delivery, resource issues and logical progression dictated by topics and Unit content and level.

The timing of assessments is best decided by the centre with assessment taking place at the most logical time and after candidates have had the opportunity to acquire the skills and knowledge demanded by the Unit.

Candidates may be re-assessed if required, after appropriate remediation and again when their success may be considered to be at least possible.

Centres should follow their standard SQA Quality Assurance Procedures.

7 General information for centres

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

National Progression award is designed to improve your skills and knowledge in the Sport and Fitness Industries. They are designed to allow progression to the HNC/D programmes in:

- ◆ Sport Coaching with Sport Development.
- ◆ Fitness Health and Exercise.
- ◆ Sport and Recreation Management
- ◆ Sports Therapy
- ◆ Applied Sports Science
- ◆ Other SQA awards and SVQs are also real possibilities.

The NPA Play in a Sports Environment award has 3 Units available and candidates will need to be completed all three units to achieve the NPA.

All Units will be carried out in a sport or fitness environment and assessments will reflect the practical nature where possible and the knowledge will be that which relates to sport and fitness.

For some of the Units, team working will be involved but ALL candidates will need to play a full part as it will be your own work and contribution which will be assessed.

The Units are not designed to lead directly to employment but will underpin the knowledge and skills required by employers and are linked to the National Occupational Standards for each subject area which the Unit covers.

Your safety will be a consideration throughout and all candidates are expected to play a full part in ensuring their own safety and that of others.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie out with automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Core Skill Signposting

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Play in a Sports Environment (Higher)

Working with children and young people to provide play in a sport environment (Higher)

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 IT and Communication.

Health, safety and well-being of children and young people in a sport environment (Higher)

The candidate will be required to explain and describe, participate in group discussions, and in so doing will have the opportunity to develop skills in both oral and written Communication.

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 IT and Communication.

Provide Play Sessions in a Sport Environment (Higher)

The Unit requires some elements of feedback, review and reflection, there may be opportunities to develop both oral/written Communication skills and Problem Solving and possibly Working with Others.

As candidates will be required to reflect on their own performance, there will be further opportunities to develop skills in Problem solving in addition to some opportunities to develop skills in Working with Others.