



Group Award Specification for:

National Progression Award: Playwork and Childcare

Group Award Code: GL2Y 45

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1 Introduction

The National Progression Award (NPA) in Playwork and Childcare at SCQF level 5 is an entry level qualification for those who wish to work with children and young people in a playwork or childcare setting. The NPA provides skills and knowledge related to development, play, children's rights and inclusive practice. These skills, knowledge and understanding are required for employment, or for progression to further academic and/or professional qualifications.

In line with Curriculum for Excellence, the NPA Playwork and Childcare will support learners to develop the four capacities: confident individuals, effective contributors, responsible citizens, successful learners, as well as skills for learning, skills for life, and skills for work.

The NPA Playwork and Childcare will provide:

- ◆ common mandatory elements of study for various vocational pathways.
- ◆ choices of optional Units appropriate to the main career disciplines within playwork and childcare occupations.
- ◆ flexible approaches within a national framework.
- ◆ the opportunity to preserve and build upon existing good practice.
- ◆ compatibility with feeder qualifications, in particular Skills for Work (SfW) Early Education and Childcare.
- ◆ compatibility with registerable qualifications, eg Scottish Vocational Qualifications (SVQ) in Playwork; SVQ Social Services: children and young people and NC Early Education and Childcare.
- ◆ a response to changing training and educational needs.
- ◆ preparation for employment.
- ◆ a contribution to the skills, knowledge and understanding required to underpin relevant National Occupational Standards (NOS) and SVQs.
- ◆ a focus on the development of learners practical skills, knowledge and understanding which underpins performance in the workplace National Progression Awards are designed to develop and assess a defined set of skills and knowledge in specialist vocational areas.

This NPA is designed to develop and assess a defined set of skills and knowledge in specialist vocational areas. They are linked to National Occupational Standards — the basis of Scottish Vocational Qualifications in Playwork and Social Services: Children and Young People.

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

- ◆ S5 and S6 learners
- ◆ school leavers
- ◆ progression learners, eg from National 4 and 5 Skills for Work courses in Early Education and Childcare
- ◆ adults returning to education who wish to enhance their career prospects
- ◆ learners who wish to improve their job prospects

The National Progression Award Playwork and Childcare can prepare the learner for employment within the Playwork and Childcare sector as a support practitioner in playwork, early learning and childcare settings. This qualification provides some of the basic skills and knowledge required for progression to qualifications which can be recognised by the Scottish Social Services Council (SSSC) for registration. Therefore learners with this qualification will enhance their prospects for employment and/or further training.

The National Progression Award Playwork and Childcare is an entry level qualification which will allow for the recognition of knowledge and skills prior to progression to a registerable qualification with the SSSC. This was first validated in September 2007 as a qualification for support workers in playwork and childcare and was a registerable qualification with the Scottish Social Services Council (SSSC). In 2014, SSSC changed the criteria for support workers resulting in the NPA being an entry level qualification and not a registerable qualification.

2 Qualification Structure

The National Progression Award Playwork and Childcare is made up of 8 SQA Unit credits. It comprises 48 SCQF credit points at SCQF level 5. This NPA consists of five mandatory Units (two of which are double credits) and one optional Unit (single credit).

2.1 Structure

4 code	2 code	Mandatory Unit title	SCQF level	SCQF credit points	SQA credit
HC3C	45	Development and Wellbeing of Children and Young People	5	6	1
HC38	45	Children and Young People: Rights and Protection	5	6	1
HC39	45	Children and Young People: Practice of Play	5	12	2
HC37	45	Children and Young People: Process of Play	5	6	1
HC3L	45	Working with Children and Young People	5	12	2

4 code	2 code	Optional Unit title	SCQF level	SCQF credit points	SQA credit
HC3K	45	Supporting Children and Young People in a Play Setting	5	6	1
HC3N	45	Supporting Children and Young People in an Out of School Care	5	6	1
HC36	45	Supporting Children in an Early Learning and Childcare Setting	5	6	1
DM65	11	Supporting Children with Additional Support Needs	5	6	1
F7JK	12	Provide Play Sessions in a Sport Environment (finish date 31/7/2024)	6	6	1
J7M2	46*	Provide Play Sessions in a Sports Environment	6	6	1

*Refer to History of Changes

The structure of the qualification allows for a high degree of flexibility in its delivery. Owing to the very practical nature of the award, it is recommended that each teaching/training session should be of a reasonable duration and that learners have opportunities for practical sessions and practice within a setting working with children and young people.

The award could be offered full-time, part-time, block-release, day release or evening. Combination of delivery is also a possibility. Such combined study may enable learners to complete the award within a shorter time period.

There are many opportunities for integrative delivery of Units within the award. Teaching and learning for the generic mandatory workplace Unit (Working with Children and Young People) should always be integrated with an optional Unit specifying the particular workplace. Equally, assessment should be encouraged to be within the application of these practical Units.

Assessment Support Packs will identify specific opportunities for integration with other Units.

Centres wishing to provide a full time programme might include all mandatory and optional Units in the framework, and still allow space for Core Skills, reflective practice and guidance or the NPA can be combined with other national qualifications, for example National 5 Skills for Work: Early Education and Childcare or the NPA Play in a Sports Environment (SCQF level 6). There are common Units across these qualifications to allow for articulation.

3 Aims of the qualification

The aims of the NPA Playwork and Childcare are to provide an entry level qualification at SCQF level 5 for learners seeking to become members of the Playwork and Childcare workforce in a variety of different settings by developing their knowledge and skills. The structure of the qualification allows for mandatory Units to provide the generic knowledge required for working with children and young people and to develop understanding of the demands and responsibilities of working in the playwork and childcare sector. The optional Units relate more specifically to various playwork and childcare settings.

3.1 General aims of the qualification

The NPA Playwork and Childcare supports learners to gain knowledge, understanding and skills that will help them to contribute to play and development of children and young people in personal and professional contexts. The NPA comprises five mandatory Units, which cover topics such as play, child development, children's rights, working with children and young people. The optional Units cover a variety of playwork and childcare settings. All of these Units contain skills and knowledge which are key areas of learning and practice for those working with children and young people.

The NPA Playwork and Childcare will allow learners to develop their personal qualities and to develop their knowledge and skills in play, playwork and childcare, communication and development wellbeing, health and safety surrounding the topic. Many of the opportunities to develop these skills will be naturally occurring, through learning and teaching activities.

This National Progression Award will develop learners:

- ◆ practical skills
- ◆ ability to be flexible and adaptability
- ◆ responsibility for own learning
- ◆ confidence to set goals, reflect and learn from experience
- ◆ planning, organisational and evaluative skills
- ◆ literacy, numeracy and technology skills
- ◆ problem solving and thinking skills
- ◆ understanding of health and wellbeing
- ◆ working with others
- ◆ resource management ability
- ◆ flexibility, knowledge, skills and motivation as a basis for progression
- ◆ employability, enterprise and citizenship skills
- ◆ skills to become effective learners
- ◆ preparedness for employment

3.2 Specific aims of the qualification

The NPA Playwork and Childcare will provide the following specific aims. These aims are mapped to the Unit aims in Section 5.1:

- 1 Common mandatory elements of study for various vocational pathways in playwork and childcare.
- 2 Choices of optional Units appropriate to the main career disciplines of each playwork and childcare occupation.
- 3 Flexible approaches within a national framework of qualifications in playwork and childcare.
- 4 The opportunity to preserve and build upon existing good practice.
- 5 Compatibility with feeder qualifications, in particular National 4 Skills for Work: Early Education and Childcare.
- 6 Compatibility with progression qualifications, eg Scottish Vocational Qualifications (SVQ) in Playwork or Social Services: children and young people.
- 7 A response to changing training and educational needs and preparation for employment in playwork and childcare.
- 8 A contribution to the skills, knowledge and understanding required to underpin relevant National Occupational Standards (NOS) and SVQs.
- 9 A focus on the development of learner's practical skills, knowledge and understanding which underpins performance in the workplace.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 or 5 Skills for Work: Early Education and Childcare

The National Progression Award in Playwork and Childcare is fundamentally designed to encourage open access to all learners in so far as possible.

One of the major attractions to using a progression award is that they are tailored to the needs and circumstances of the learners. The assessments for the NPA will be challenging and meaningful, but nonetheless still achievable for all learners who are prepared to work to gain the award. They are designed to get learners acclimatised to a culture of attainment where assessments will challenge them, but do not put unreasonable obstacles between them and successful completion.

Some Units which involve placing a learner within a playwork or childcare setting may require the learner to undertake a protection of vulnerable groups check, depending on age and circumstances.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	4	Learners will be required to explain and describe, participate in group discussions, and in so doing will have the opportunity to develop skills in Communication.
Numeracy	4	Learners will be supporting children and young people within a playwork or childcare setting to count, use numbers, maintain ratios and ensuring sufficiency of resources.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	4	Learners are required to research and identifying 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.
Problem Solving	4	Learners are required to feedback, review and reflect on their own practice and undertake practice activities with children and young people, these develop Problem Solving skills.
Working with Others	4	Learners are required to work in groups and within playwork and childcare setting, where they must work with others to support children and young people.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification.

Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

The NPA Playwork and Childcare 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.

The course will support learners to development of skills for learning, life and work. These generic and transferable skills are highly sought after by employers within playwork and childcare.

5.1 Mapping of qualification aims to Units

Code	Unit title									
		1	2	3	4	5	6	7	8	9
HC3C 45	Development and Wellbeing of Children and Young People	X		X	X	X	X	X	X	X
HC38 45	Children and Young People: Rights and Protection	X		X	X	X	X	X	X	X
HC39 45	Children and Young People: Practice of Play	X		X	X	X	X	X	X	X
HC37 45	Children and Young People: Process of Play	X		X	X	X	X	X	X	X
HC3L 45	Working with Children and Young People	X		X	X		X	X	X	X
HC3K 45	Supporting Children and Young People in a Play Setting		X	X	X		X	X	X	X
HC3N 45	Supporting Children and Young People in an Out of School Care		X	X	X		X	X	X	X
HC36 45	Supporting Children in an Early Learning and Childcare Setting		X	X	X		X	X	X	X
DM65 11	Supporting Children with Additional Support Needs		X	X	X		X	X	X	X
F7JK 12	Provide Play Sessions in a Sport Environment (finish date 31/7/2024)		X	X	X		X	X	X	X
J7M2 46	Provide Play Sessions in a Sports Environment		X	X	X		X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Here are the links with National Occupational Standards for Playwork and for Social Services: children and young people. Although these are SCQF level 6, the NPA Playwork and Childcare Units provide underpinning knowledge and the skills which relate closely to the particular SVQ Unit highlighted.

Code	Unit title	National Occupational Standard																					
		SKAPW33	SKAPW34	SKAPW35	SKAPW36	SKAPW25	SKAPW26	SKAPW27	SKAPW28	SKAPW30	SKAPW32	SKAPW40	SCDCCLD0201	SCDHSC0022	SCDCCLD0202	SCDHSC0023	SCDCCLD0203	SCDCCLD0205	SCDCCLD0206	SCDHSC0241	SCDCCLD0208	SCDCCLD0209	
HC3C45	Development and Wellbeing of Children and Young People	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HC3845	Children and Young People: Rights and Protection	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HC3945	Children and Young People: Practice of Play		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X	X
HC3745	Children and Young People: Process of Play		X	X	X		X	X	X	X	X			X			X	X	X	X	X	X	X
HC3L45	Working with Children and Young People	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HC3K45	Supporting Children and Young People in a Play Setting	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
HC3N45	Supporting Children and Young People in an Out of School Care	X	X	X	X	X					X					X							

Code	Unit title	National Occupational Standard																				
		SKAPW33	SKAPW34	SKAPW35	SKAPW36	SKAPW25	SKAPW26	SKAPW27	SKAPW28	SKAPW30	SKAPW32	SKAPW40	SCDCCLD0201	SCDHSC0022	SCDCCLD0202	SCDHSC0023	SCDCCLD0203	SCDCCLD0205	SCDCCLD0206	SCDHSC0241	SCDCCLD0208	SCDCCLD0209
HC36 45	Supporting Children in an Early Learning and Childcare Setting		X										X	X	X	X	X	X	X	X	X	X
DM65 11	Supporting Children with Additional Support Needs	X	X	X	X				X				X	X	X	X						X
F7JK 12	Provide Play Sessions in a Sport Environment	X	X	X	X		X									X	X					
J7M2 46	Provide Play Sessions in a Sports Environment	X	X	X	X		X									X	X					

SQA code	SSC code	Title
F376 04	SKAPW33	Support Relationships in the Play Environment
F377 04	SKAPW34	Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-directed Play
F378 04	SKAPW35	Contribute to the Health, Safety, Security and Welfare of Children and Young People Using the Play Environment
F379 04	SKAPW36	Help to Improve Your Own Practice and the Work of Your Playwork Team
F37A 04	SKAPW25	Contribute to Providing Food and Drink in the Play Environment
F37B 04	SKAPW26	Facilitate a Specific Play Opportunity at Children or Young People's Request
F37C 04	SKAPW27	Support the Development of Playwork Opportunities in the Community
F37D 04	SKAPW28	Contribute to Supporting Disabled Children and Young People in the Play Environment
F37F 04	SKAPW30	Carry Out Playwork in a School Setting
F37H 04	SKAPW32	Support the Travel of Children and Young People Outside the Play Environment
H552 04	SKAPW42	Contribute to the Operation of an Indoor Play Centre
H5KP 04	SCDCCLD0201	Support Effective Communication
H5NB 04	SCDHSC0022	Support the Health and Safety of Yourself and Individuals
H5L4 04	SCDCCLD0202	Support the Safeguarding of Children
H5L5 04	SCDHSC0023	Develop your own Knowledge and Practice
H5L6 04	SCDCCLD0203	Support the Development of Children and Young People
H5L7 04	SCDCCLD0205	Maintain Environments to Meet Children's Needs
H5L8 04	SCDCCLD0206	Support Children's Learning through Play
H5PB 04	SCDHSC0241	Contribute to the Effectiveness of Teams

SQA code	SSC code	Title
H5LA 04	SCDCCLD0208	Support the Care of Babies and Children
H5LB 04	SCDCCLD0209	Support a Child with Additional Support Needs

5.3 Mapping of Core Skills development opportunities across the qualification(s)

Within the NPA Playwork and Childcare, the Core Skills that will be developed in each Unit, are signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HC3C 45	Development and Wellbeing of Children and Young People	X	X			X	X	X	X	X	X	X
HC38 45	Children and Young People: Rights and Protection	X	X			X	X	X	X	X	X	X
HC39 45	Children and Young People: Practice of Play	X	X	X	X	X	X	X	X	X	X	X
HC37 45	Children and Young People: Process of Play	X	X			X	X	X	X	X	X	X
HC3L 45	Working with Children and Young People	X	X	X	X	X	X	X	X	X	X	X
HC3K 45	Supporting Children and Young People in a Play Setting	X	X	X		X	X	X	X	X	X	X
HC3N 45	Supporting Children and Young People in an Out of School Care	X	X	X		X	X	X	X	X	X	X
HC36 45	Supporting Children in an Early Learning and Childcare Setting	X	X	X		X	X	X	X	X	X	X

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DM65 11	Supporting Children with Additional Support Needs	X	X	X		X	X	X	X	X	X	X
F7JK 12	Provide Play Sessions in a Sport Environment	X	X	X	X	X	X	X	X	X	X	X
J7M2 46	Provide Play Sessions in a Sports Environment	X	X			X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualification(s)

The main assessment methods that learners may encounter are highlighted in the table below:

- ◆ the recommended assessment method(s) for each Unit, bearing in mind that there may be more than one assessment in a Unit
- ◆ the conditions in which the evidence must be produced, eg open/closed-book, length of time for assessment
- ◆ potential integration of assessment approaches

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Development and Wellbeing of Children and Young People	Holistic assignment that requires the learner to investigate development and wellbeing of children and young people.			
Children and Young People: Rights and Protection	Holistic report describing the rights of children and young people.			
Children and Young People: Practice of Play	Folio of evidence of play practice suitable for all children and young people.			
Children and Young People: Process of Play	Two explanations of the importance and benefit of play; and on the principles of play for children and young people	Representation of the two perspectives of play. (poster, report or presentation)		
Working with Children and Young People	Integrated Portfolio of evidence, containing reflective diary of learner's play practice; observation of play practice and supporting evidence.			
Supporting Children and Young People in a Play Setting	Holistic Report describing the principles which underpin the practice within the setting; the role of the adult and how the setting supports play.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Supporting Children and Young People in an Out of School Care	Holistic Report describing the principles which underpin the practice within the setting; the role of the adult and how the setting supports play.			
Supporting Children in an Early Learning and Childcare Setting	Holistic Report describing the principles which underpin the practice within the setting; the role of the adult and how the setting supports play.			
Supporting Children with Additional Support Needs	A single question paper with extended or restricted response questions, under controlled conditions.		Single investigative report of a resource that offers additional support to children and their families.	
Provide Play Sessions in a Sport Environment (F7JK 12) Provide Play Sessions in a Sports Environment (J7M2 46)	Play session plans for groups of children and/or young people.	Deliver their play sessions to group of children and/or young people.	Evaluate their own performance and make recommendations for future improvement.	

6 Guidance on approaches to delivery and assessment

The National Progression Award is designed to equip learners with the knowledge, understanding and skills required for progression into employment within the Playwork and Childcare sector. It is mainly aimed at learners who are interested in pursuing a career in any of the playwork and childcare occupations.

The NPA Playwork and Childcare is at SCQF level 5. The full content can be referenced from the proposed framework.

A minimum of 8 credits are required to gain the National Progression Award in Playwork and Childcare.

The five mandatory Units in the award are:

- ◆ Development and Wellbeing of Children and Young People (SQA credit 1)
- ◆ Children and Young People: Rights and Protection (SQA credit 1)
- ◆ Children and Young People: Process of Play (SQA credit 1)
- ◆ Children and Young People: Practice of Play (SQA credit 2)
- ◆ Working with Children and Young People (SQA credit 2)

This gives learners a total of seven credits from the mandatory section.

Learners must then choose one credit from the optional Units which are all one credit each. The optional Unit chosen should be integrated with the assessment the Unit *Working with Children and Young People*

- ◆ Supporting children and young people in a Play Setting (SQA credit 1)
- ◆ Supporting children and young people in an out of school care (SQA credit 1)
- ◆ Supporting children in an early learning and childcare setting (SQA credit 1)
- ◆ Supporting children with Additional Support Needs (SQA credit 1)
- ◆ Provide Play Sessions in a Sport Environment (F7JK 12 finish date 31/7/2024) (SQA credit 1)
- ◆ Provide Play Sessions in a Sports Environment (J7M2 46) SQA credit 1

This will give a learner a total of 8 SQA credits to gain the award in NPA Playwork and Childcare.

6.1 Sequencing/integration of Units

The structure of the qualification allows for a high degree of flexibility in its delivery, however it is suggested that the mandatory Units should be delivered first and integrated where possible, for example:

- ◆ The teaching and learning for the generic mandatory workplace Unit, *Working with Children and Young People* should always be integrated with an optional Unit specifying the particular workplace.
- ◆ *Children and Young People: Process of Play* and *Children and Young People: Practice of Play* will provide the learner with the knowledge and skills relevant to the theory and practice of play for children and young people.

It is recognised that the NPA Playwork and Childcare is very much an award which focuses on the development of the learner's practical skills in working with children and young people.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The NPA Playwork and Childcare has articulation routes from the National 4 or 5 Skills for Work Early Education and Childcare awards and progression into the SCQF level 6 qualifications in playwork and childcare, for example SVQ 2 Playwork. Learners may also consider progression to the SVQ 2 Social Services: Children and Young People or the National Certificate Group Award Early Education and Childcare.

6.2.2 Professional recognition

The NPA Playwork and Childcare has been designed as an entry level qualification, therefore a progression route which will support the learner to gain a qualification required for registration with the Scottish Social Services Council within the playwork and childcare sector. For example, registerable qualifications at SCQF level 6 include SVQ 2 Playwork; SVQ 2 Social Services: children and young people or the National Certificate Group Award Early Education and Childcare.

6.2.3 Transitional Arrangements

As this is a revision of the previous NPA Playwork and Childcare there are transition arrangements in place for those learners who may have started the previous NPA but wish to complete the revised award. They will need to undertake additional Units and may need to update some of the knowledge and skills.

6.2.4 Credit transfer

The knowledge and skills development in a revised Unit is sufficiently similar to justify credit transfer from the old to the corresponding new Unit within the NPA Playwork and Childcare, if the learner is currently working through the award. Although there will be a need to ensure the currency of their knowledge and skills.

Old NPA Playwork and Childcare Mandatory Unit title	Revised NPA Playwork and Childcare Mandatory Unit title	SCQF level	SCQF credit points	SQA credit
<i>F19L 11 Child Development and Health</i>	Development and Wellbeing of Children and Young People	5	6	1
<i>F2CR 11 Children and Young People: Rights and Protection</i>	Children and Young People: Rights and Protection	5	6	1
	Children and Young People: Practice of Play	5	12	2
<i>F2CP 11 Children and Young People: The Process of Play</i>	Children and Young People: Process of Play	5	6	1
<i>F2CN 11 Working with Children and Young</i>	Working with Children and Young People	5	12	2
	Optional Unit title			
<i>F2CS 11 Working in a Crèche as a Sessional Worker</i>	Supporting Children and Young People in a Play Setting	5	6	1
<i>F2CV 11 Working in an Out of School Care Setting as a Sessional Worker</i>	Supporting Children and Young People in an Out of School Care	5	6	1
	Supporting Children in an Early Learning and Childcare Setting	5	6	1
<i>DM65 11 Supporting Children with Additional Support Needs</i>	Supporting Children with Additional Support Needs DM65 11	5	6	1
	Provide Play Sessions in a Sport Environment F7JK12	6	6	1
	Provide Play Sessions in a Sports Environment J7M2 46	6	6	1

6.3 Opportunities for e-assessment

There may be opportunities for the introduction of e-learning; e-assessment and information technology during the teaching and delivery of the award. The learning and assessments of the knowledge based Outcomes can be conducted by either using e-learning methods, or by more formal techniques. For example, assessments may make the use of internet systems and facilities when available, or alternatively can also use the standard mode of supervising learners during classroom paper based assessments.

6.4 Support materials

SQA Assessment Support Packs for a number of Units within the revised qualifications are currently under development.

6.5 Resource requirements

Centres must ensure that there are sufficient material and resources available to meet the requirements within the Units, for example sufficient resources, materials and equipment to cover the range of play; current and sufficient learning and reference materials for theory related to development, wellbeing, rights, play, etc.

Centres need to ensure that there is sufficient time allocated for the delivery of the Units and to ensure supervision of learners within their placement setting. Centres should continue to offer placement experiences to learners according to principles of best practice or in an appropriate setting. Placements could be offered to learners across the early education and childcare sector, including the local authority, private and voluntary sectors. It is expected that a combination of tutorial support and workplace supervision would facilitate the learner's progress. A named workplace mentor should monitor progress in partnership with the tutor(s). It is also essential that delivering centres regularly meet with mentors to aid understanding and establish learner progress.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(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/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. 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.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	Revision of Unit: Provide Play Sessions in a Sport Environment F7JK 12 (finish date 31/07/2024) has been replaced by Provide Play Sessions in a Sports Environment J7M2 46 (start date 01/08/2023)	28/07/2023

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

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

The National Progression Award (NPA) in Playwork and Childcare at SCQF level 5 is an entry level qualification for those who wish to work with children and young people in a playwork or childcare setting.

The NPA Playwork and Childcare supports you to gain knowledge, understanding and skills that will help you to contribute to play and development of children and young people in personal and professional contexts.

The NPA provides you with skills and knowledge related to development, play, children's rights and inclusive practice. You will develop your personal qualities and your knowledge and skills in play, playwork and childcare, communication, development, wellbeing, health and safety. These skills, knowledge and understanding are required for employment, or for progression to further academic and/or professional qualifications.

The NPA consists of five mandatory Units (two of which are double credits) and one optional Unit (single credit). It comprises 64 SCQF credit points at SCQF level 5. The Units cover topics such as play, child development, children's rights, working with children and young people. The optional Units cover a variety of playwork and childcare settings. All of these Units contain skills and knowledge which are key areas of learning and practice for working with children and young people.

The NPA Playwork and Childcare is a practical-based qualification which requires you to spend the some of your time in a playwork or childcare setting.

You will be assessed on the knowledge and skills developed in each Unit. The assessment may take a number of forms including reports, reflective accounts and developing folios of work. The practical Units will help you to develop your skills in working with children, and then you will be assessed on your practice within a playwork or childcare setting.

Placements are available with a wide variety of playwork and childcare settings within the sector, for example, out of school care, nursery, early learning setting, play setting and holiday playschemes.