



Higher National Unit specification

General information

Unit title: Evaluating and Analysing the Impact of Play on Children and Young People (SCQF level 8)

Unit code: H5X3 35

Superclass: EE

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Unit purpose

This Unit is designed to develop and expand the learner's understanding of children and young people and the impact of play on children, young people, families and their communities.

The learner will have the opportunity to explore and understand the principles of consultation with children and young people.

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 Develop understanding and knowledge of communication principles with children and young people.
- 2 Undertake a consultation with children and young people establishing the impact of play on their lives.
- 3 Analyse the outcomes from consultation and evaluate the impact of play.

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 *Strategic Planning for Play* qualification. It is recommended that this Unit is undertaken alongside *Evaluating Play Sufficiency*.

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

Develop understanding and knowledge of communication principles with children and young people.

Knowledge and/or Skills

- ◆ Communication skills
- ◆ Methods of communicating with children and young people
- ◆ Legislative requirements of communicating with children and young people

Outcome 2

Undertake a consultation with children and young people establishing the impact of play on their lives.

Knowledge and/or Skills

- ◆ Explore consultation tools for use with children and young people
- ◆ Understand the evaluation tools for identifying quality play provision, spaces and organisations
- ◆ Appropriate use of language
- ◆ Adult facilitation
- ◆ Consider the impact of participant consultation on children and young people's views and opinions
- ◆ Understand the principles of sampling on consultation process
- ◆ Consider consultation approaches appropriate to children and young people with different ages, culture and language
- ◆ Ethical parameters when working with children and young people to engagement and data handling

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Analyse the outcomes from consultation and evaluate the impact of play.

Knowledge and/or Skills

- ◆ Indicators:
 - play opportunities and experiences
 - child friendly community
- ◆ Impact on the health and well-being, education and resilience
- ◆ Impact on children and young people and young people and their future nationally
- ◆ Impact on families and communities, for example, personal growth, strengthening relationships, social cohesion
- ◆ Analysis of data using appropriate tools

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 1

- ◆ understand methods of communication with children and young people of different ages and abilities.
- ◆ identify the appropriate method for communication with specific groups of children and young people.

Outcome 2

- ◆ carry out appropriate permissions prior to consultation process.
- ◆ use appropriate consultation tool with the children and young people.
- ◆ facilitate a consultation with children and young people.
- ◆ communicate with children and young people in the consultation in a manner appropriate to their age and ability.
- ◆ record the comments of the children and young people accurately.
- ◆ explain the consultation process to children and young people.
- ◆ encourage participation and engagement of children and young people within the consultation process.

Outcome 3

- ◆ use the appropriate tool to analyse the consultation data.
- ◆ record the findings of the consultation data analysis.
- ◆ evaluate the data against the impact statements.
- ◆ record the evaluation.

Higher National Unit specification: Statement of standards (cont)

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Holistic Assessment Guidance

Outcomes 1, 2, and 3 are assessed as one integrated piece. SQA has developed an Assessment Support pack with templates for the consultation tool.



Higher National Unit Support Notes

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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

The learner will be required to undertake a consultation with children and young people and young people to identify their views and experiences of play and play spaces. This consultation may be small-scale face to face consultation or a larger-scale data focussed consultation. It is important that ethics of consulting with children are discussed prior to any work being carried out.

The learner should use an appropriate consultation tool to identify the time children and young people spend outdoors; satisfaction with play experiences; involvement in play; experience of risk and what they think adult attitudes are to their play. Whilst it is recommended that the learner undertake this consultation in person, it may be appropriate for the learner to work with a play professional to undertake the face to face consultation with the children and young people.

The learner will produce a holistic and integrated report which explains the process of the consultation and an evaluation of the findings. This should aim to cover the rationale for sampling, communication and interaction strategies, data analysis and personal evaluation of the process.

It will be expected that the learner will include a number of appendices, such as the questionnaire response data,

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

It is recommended that this assessment is undertaken in conjunction with the assessment for the Unit, *Evaluating Play Sufficiency*.

Guidance on approaches to delivery of this Unit

The delivery of this Unit should be Outcome by Outcome, building up to the knowledge required to carry out the final assessment. Group discussions and participation are recommended as a learning and teaching method.

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.

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.

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

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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 as the learner, a basis of knowledge and practice in consulting with children and young people. The Unit expects you to carry out consultation with children and young people regarding their views on the play and play spaces around them. Their views relate to key impacts

On completion of the Unit you should be able to:

- 1 Develop understanding and knowledge of communication principles with children and young people.
- 2 Undertake a consultation with children and young people establishing the impact of play on their lives.
- 3 Analyse the outcomes from consultation and evaluate the impact of play.

The assessment for this Unit requires you to undertake a consultation with children and young people to identify their views and experiences of play and play spaces. This consultation may be small-scale face to face consultation or a larger-scale data focussed consultation.

You should use an appropriate consultation tool to identify the time children and young people spend outdoors; satisfaction with play experiences; involvement in play; experience of risk and what they think adult attitudes are to their play.

You will produce a holistic and integrated report which explains the process of the consultation and an evaluation of the findings. This should aim to cover the rationale for sampling, communication and interaction strategies, data analysis and personal evaluation of the process.