



Higher National Unit specification

General information

Unit title: Evaluating Play Sufficiency (SCQF level 8)

Unit code: H5X4 35

Superclass: EE

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Unit purpose

This Unit is designed to allow the learner to assess and analyse the policies of their organisation in relation to play, play spaces, play services and the outcomes of these for children and young people.

The learner will identify and use an appropriate assessment tool to identify, gather and evaluate existing policies, processes and practices which impact on play, play spaces and play services.

The learner should use the data gathered, to develop an innovative and creative action plan for change or improvements to the policies, processes and practices in their organisation.

The learner should develop a time line or timetable to implement change or improvements within their organisation.

These should be linked to the work of the organisational, including new initiatives, policies, and processes. This will also relate to policies out with directly working with children and young people, such as planning, transport, community planning.

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

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

Higher National Unit Specification: General information (cont)

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Outcomes

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

- 1 Carry out a policy analysis to identify impact on the quality of play.
- 2 Evaluate data from the policy analysis to identify sufficiency of play.
- 3 Develop an organisational action plan relating to play based on evaluation of policy analysis and consultation.

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 8.

Core Skills

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

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

Context for delivery

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

This Unit is a mandatory Unit within the PDA in *Strategic Planning for Play* qualification. It is recommended that this Unit is undertaken alongside *Evaluating and Analysing the Impact of Play on Children and Young People*.

This Unit is a mandatory Unit within this qualification.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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

Outcome 1

Carry out a policy analysis to identify impact on the quality of play.

Knowledge and/or Skills

- ◆ Principles of policy analysis
- ◆ Assessment Tools to use in a policy analysis

Outcome 2

Evaluate data from the policy analysis to identify sufficiency of play.

Knowledge and/or Skills

- ◆ Evaluation methodologies
- ◆ Identify other relevant data and information sources:
 - Consultation with children
 - Findings from play space assessments
 - Key partners
 - Mapping of potential policy audit

Outcome 3

Develop an organisational action plan relating to play based on evaluation of policy analysis and consultation.

Knowledge and/or Skills

- ◆ Principles of developing an action plan
- ◆ Collaborative working
- ◆ Policy analysis
- ◆ Evaluation techniques

Higher National Unit specification: Statement of standards (cont)

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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

- ◆ identify appropriate assessment tool to undertake a policy analysis to identify impact on the quality of play.
- ◆ be able to undertake analysis based on benchmarked criteria.
- ◆ analyse policies using assessment tool.
- ◆ record the analysis accurately.

Outcome 2

- ◆ identify the appropriate evaluation methodology.
- ◆ identify aspects of policies which promote play for children and young people.
- ◆ identify aspects of policies which support quality play spaces.
- ◆ identify aspects of policies which are a barrier to play.
- ◆ use relevant data from policy analysis to evaluate the impact of policies on play and play spaces.
- ◆ use relevant data from policy analysis to identify opportunities to further develop policies to promote play and play spaces.

Holistic assessment of the Unit

Outcomes 1, 2, and 3 are assessed as one integrated piece.



Higher National Unit Support Notes

Unit title: Evaluating Play Sufficiency (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The aim of this Unit is for the learner to develop an action plan for the organisation based on the information and knowledge they have gained as part of the internal policy analysis. The action plan will serve as a strategic plan for the organisation to work towards in relation to the wider play agenda.

Outcome 1 expects the learner to carry out a policy analysis in their organisation.

Guidance on approaches to delivery of this Unit

The delivery of this Unit is best carried out by teaching each Outcome consecutively in order to reach the final Outcome and therefore the assessment.

Guidance on approaches to assessment of this Unit

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

The learner will present the Organisational Action Plan for Play with a detailed rationale and supporting appendices. This organisational action plan will relate to play based on evaluation of policy analysis and consultation findings. It is recommended that the Organisational Action Plan is developed across the organisation with representatives from different sections of the organisation to ensure collaborative practice within the organisation.

The learner's rationale should discuss the range of policies, legislation and initiatives which are crucial to the organisation and then identifies which are most relevant for play or have the potential to impact on play.

The Organisational Action Plan should be relevant to organisational Outcomes, organisational strategies and organisational resources.

Higher National Unit Support Notes (cont)

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The supporting appendices will include:

- ◆ Mapping of policy audit
- ◆ The policy analysis which gathers policies and procedures related to play, or which have the potential to impact to play and identifies key people whose job role impacts on play
- ◆ Consultation with children and young people
- ◆ Findings from play space assessments
- ◆ Additional information from key colleagues, partners and other organisations

It is recommended that this assessment is undertaken in conjunction with the assessment for the Units, *Play and Play Spaces*; *Play, Policy and Community* and *Evaluating and Analysing the Impact of Play on Children and Young People*.

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

Unit title: Evaluating Play Sufficiency (SCQF level 8)

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

This Unit is designed to allow you to assess and analyse the policies of your own organisation in relation to play, play spaces, play services and the outcomes of these for children and young people.

You will be expected to identify and use an appropriate assessment tool to evaluate existing policies, processes and practices which impact on play, play spaces and play services.

You will then be expected to develop an innovative and creative action plan for change or improvements to the policies, processes and practices in your organisation which support and improve play.

On completion of the Unit you will be able to:

- 1 Carry out a policy analysis to identify impact on the quality of play.
- 2 Evaluate data from the policy analysis to identify sufficiency of play.
- 3 Develop an organisational action plan relating to play based on evaluation of policy analysis and consultation.

The assessment for this Unit is to develop an Organisational Action Plan for Play, a rationale for your plan and provide supporting documentation based on play space audits, consultation with children and young people, policy analysis and discussions with key colleague and partners.