



## National Unit Specification: general information

**UNIT** Provide Play Sessions in a Sport Environment (SCQF level 6)

**CODE** F7JK 12

**Superclass:** MA

**Publication date:** January 2011

**Source:** Scottish Qualifications Authority

**Version:** 02

### SUMMARY

This Unit is an optional Unit of the National Progression Award for Sport and Fitness: Play in a Sport Environment, but can also be taken as a free-standing Unit.

This is a practical Unit appropriate for all play sessions in a sports environment where the main purpose is providing children and young people with opportunities for freely chosen, self-directed play. In this Unit, candidates will gain underpinning knowledge of, and develop safe and effective practical skills relating to the provision of play for children and young people. On successful completion of this Unit, the candidate will be able to identify safe and effective playwork practice, and plan and prepare a play space(s) for children and young people. Candidates will be able to demonstrate and evaluate both, the play and their own input, relating to the selected play space(s).

### OUTCOMES

- 1 Plan and prepare play sessions for a group of children and/or young people.
- 2 Demonstrate the ability to support self-directed play for a group of children and/or young people.
- 3 Evaluate personal performance and reflect on playwork practice.

### 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 levels 5 and 6
- ◆ *Skills for Work: Early Education and Childcare* at SCQF level 5
- ◆ NPA: *Playwork and Childcare*

## **National Unit Specification: general information (cont)**

### **UNIT**      Provide Play Sessions in a Sport Environment (SCQF level 6)

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: *Working with Children and Young People to Provide Play in a Sport Environment* (SCQF level 6) (F7JH 12) and *Health, Safety and Well-being of Children and Young People in a Sport Environment* (SCQF level 6) (F7JJ 12).

### **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 Provide Play Sessions 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**

Plan and prepare play sessions for a group of children and/or young people.

##### **Performance Criteria**

- (a) Identify playwork principles that relate to the play session.
- (b) Select equipment and resources to ensure flexibility and choice, and the physical development of children and/or young people.
- (c) Plan to ensure the health and safety of the play space.

#### **OUTCOME 2**

Demonstrate the ability to support self-directed play for a group of children and/or young people.

##### **Performance Criteria**

- (a) Implement the planned play session effectively.
- (b) Observe and respond to play cues in a manner that supports self-directed play.
- (c) Choose an intervention style that supports self-directed play.

#### **OUTCOME 3**

Evaluate personal performance and reflect on playwork practice.

##### **Performance Criteria**

- (a) Evaluate the demonstrated play session based on the planning.
- (b) Reflect on the playwork practice.
- (c) Evaluate personal performance in the play session.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Provide Play Sessions in a Sport Environment (SCQF level 6)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

The evidence for this Unit should be in the form of two practical play sessions that should be planned, implemented and evaluated by the candidate. This evidence should be generated on at least two separate occasions to ensure consistency of performance.

**Outcome 1:** Written and/or oral recorded evidence in the form of play session plans for groups of children and/or young people. This should include the equipment and resources selected, and health and safety issues and the benefits of the play for the physical development of the child and /or young person.

**Outcome 2:** The candidate should deliver their play sessions to group of children and/or young people. Candidates will be assessed on their ability to support self-directed play, through observation, leading, taking part and facilitating and on their communication — intervention skills with children and young people, clearly understanding and responding to play cues and play returns.

An assessor checklist should be generated, and retained as evidence, for the assessed play sessions.

**Outcome 3:** Following the play sessions, the candidate should evaluate their own performance and make recommendations for future improvement. The candidate should produce a reflective account where the candidates should consider their planning, their choice of equipment and resources, their awareness of health and safety, the benefits of the play for the physical development of the child and /or young person, their intervention style and how this had an impact on the play session, and their support of self-directed play.

## **National Unit Specification: support notes**

### **UNIT        Provide Play Sessions 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**

This is essentially a practical Unit and should be taught in a practical setting with ongoing tutorial support. The Unit also requires underpinning knowledge of play and playwork, physical development of children and young people, and health and safety.

For the practical elements of the Unit an appropriate sports environment and resources are required. It should be emphasised that this Unit is designed to introduce candidates to the concept of planning, preparation and supporting self-directed play in a sport environment.

#### **Outcome 1**

In preparation for planning for self-directed play, the candidate must have the opportunity to consider the following aspects of planning:

- ◆ The reasons for undertaking the play session
- ◆ The health and safety considerations
- ◆ Aspects of children and young people's physical development
- ◆ The children and young people's play needs and preferences
- ◆ Inclusion
- ◆ Resources required
- ◆ Permissions required
- ◆ Methods and content
- ◆ Contingencies
- ◆ Monitoring and evaluation

The candidate should have the opportunity to explore and understand the Playwork Principles and to identify how these principles can be upheld in the context of a specific play session in a sports environment with adult involvement. They should consider how children and young people can be involved in the decision-making process, and having their say in the play space.

The candidate should have the opportunity to identify the legal requirements relating to the health, safety and well-being of children and young people and why it is important to comply with them.

The candidate should consider the potential barriers children and young people may experience in accessing a specific play opportunity, and how to overcome these and the importance of an inclusive approach in relation to planning and implementing a play session. The candidate should consider how to implement anti-discriminatory practice in relation to planning the play session.

## National Unit Specification: support notes (cont)

### UNIT Provide Play Sessions in a Sport Environment (SCQF level 6)

The candidate is required to produce a play session plan. This should include the warm up and cool down, as well as the equipment and resources selected, and health and safety issues and benefits of the play for the physical development of the child and /or young person. The candidate should have the opportunity to explore the physical and physiological benefits associated with play. This may include the Skeletal; Muscular; Cardiovascular; Respiratory; and Nervous systems. For example: increased bone strength, increased range of movement; increased strength, improved posture, reduced risk of heart attack in adulthood, improved lung function, especially important for children and young people with asthma, improved co-ordination, improved balance, increased agility, etc.

The candidate should consider the following terms as defined by Skills Active in the National Occupational Standards for Playwork: Development: This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialization, the process by which children and young people adjust to society and its demands.

Play Space: 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.

Resources for Play within a sport environment: Equipment and materials that will stimulate play; such as natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); 'loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); bikes, trolleys, swings, climbing structures and ropes.

**Outcome 2:** The candidate should deliver their play session to a group of children and/or young people. The candidate will be assessed on their ability to support self-directed play, through observation, leading, taking part and facilitating and on their communication skills with children and young people.

This means that prior to the play session, the candidate should have the opportunity to gain knowledge and understanding of the play cycle\*, be able to identify play cues\* and play types.

In the National Occupational Standards for Playwork, 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'.

## National Unit Specification: support notes (cont)

### UNIT Provide Play Sessions in a Sport Environment (SCQF level 6)

The candidates will have the opportunity to explore how to 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
- ◆ Leading — providing direction in play; leading a game, activity or exercise; through specific intervention to support physical development; intervention for the health, safety or well-being 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

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](http://www.ludemos.co.uk) or [info.ludemos@virgin.net](mailto:info.ludemos@virgin.net).

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should initially be introduced to play in a practical setting. Underpinning knowledge should however be developed by the use of handouts, diagrams and work packs. Most of the Unit should, however, be delivered in a practical situation.

Centres should ensure that theoretical input covers the principles specified in all Outcomes, and that these are continually reinforced during delivery of the practical elements.

### 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 Technology (ICT)* and *Communication*.

## National Unit Specification: support notes (cont)

### UNIT Provide Play Sessions in a Sport Environment (SCQF level 6)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Centres must be satisfied that the evidence submitted is the work of individual candidates. Evidence for Outcomes 1, 2 and 3 are:

**Outcome 1:** Written and/or oral recorded evidence in the form of play session plans for groups of children and/or young people. This should include the equipment and resources selected, health and safety issues and the benefits of the play for the physical development of the child and/or young person.

**Outcome 2:** The candidate should deliver their play sessions to groups of children and/or young people. Candidates will be assessed on their ability: to support self-directed play; through observation; leading; taking part; facilitating, on their communication – intervention skills with children and/or young people, clearly understanding and responding to play cues and play returns. A check list recording the play sessions and covering the required areas should be retained by the assessor for both sessions.

**Outcome 3:** Following the play sessions the candidate should evaluate their own performance and make recommendations for future improvement. The candidate should produce a reflective account where the candidate should consider their planning: their choice of equipment and resources; their awareness of health and safety, the benefits of the play for the physical development of the child and/or young person: their intervention style and how this had an impact on the play session and their support of self directed play. If this is done orally, the assessor must record the discussion. The assessor should ensure that the required points are brought into the discussion by the candidate.

Therefore, the candidate must have the opportunity to understand the following concepts and ideas:

Evaluation based on Planning — Health and safety, correct choice of equipment and resources, benefits for physical development, etc.

Reflecting on playwork practice — through taking note of children and young people's responses to your playwork practice, personal ability to respond to play cues, to support self-directed play, etc. Including the benefits of feedback from others- constructive feedback from colleagues, feedback from children and young people.

Evaluate personal performance — identify personal strengths and areas where they could improve their playwork practice and how to identify goals and targets and why this is important to their continuing development. The impact on their presence in the play session which may include their intervention style, or their views on health and safety.

The assessor must record the discussion. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the candidate.



## **National Unit Specification: support notes (cont)**

### **UNIT        Provide Play Sessions in a Sport Environment (SCQF level 6)**

#### **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 communications 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Guidance on approaches to Assessment for this Unit updated.	06/01/2011

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