



Group Award Specification for:

Professional Development Award (PDA) in:

Strategic Planning for Play at SCQF level 8

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The title of this Professional Development Award (PDA) reflects the content required to meet the aims of professionals in organisations who are involved to some extent in the play agenda both directly and indirectly. The level of the qualification reflects the strategic purpose of the award to assess with a view to improving the play opportunities of children and young people in their service area. This can be used as a Continuous Professional Development Qualification (CPD).

Rationale

The rationale for the qualification was to develop a PDA which could be delivered to organisations interested in analysing the play sufficiency of their services. Driven by the Scottish Government Play Strategy, which aims to promote and improve play and play spaces for children and young people in Scotland.

The Play Strategy states that:

'We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities'.

This focus on an understanding of play throughout our services in Scotland forms the basis of the development of a PDA Strategic Planning for Play as a CPD qualification aimed at the wider policy makers, architects, and health and management workers in a local authority or other organisations, ie third sector.

The qualification aims to use two recently developed products as the underpinning knowledge and practical foundation. These are the Getting It Right for Play toolkit from Play Scotland and the Go Play Outcome and Evaluation Framework from Inspiring Scotland.

Getting It Right for Play is a practical resource for all those interested in evaluating and improving local outdoor play opportunities and experiences for children and young people in Scotland. It uses four tools and eight indicators to collect and analyse sufficient information to measure play sufficiency.

The eight indicators which the Getting It Right for Play Toolkit uses are:

- 1 How often children play outdoors.
- 2 Children's satisfaction with their outdoor play opportunities and experiences.
- 3 Children's involvement in planning and doing.
- 4 Children's opportunities to experience excitement and the benefits of taking risks.
- 5 Adults attitudes to children playing outdoors.
- 6 The quality of local play spaces for outdoor play.
- 7 Children's access to different types of spaces for outdoor play.
- 8 The extent to which local agencies and authorities work together to plan and provide for outdoor play.

The Go Play Outcomes and Evaluation Framework was developed by Inspiring Scotland who worked with 27 third sector play organisations directly providing play in 9 local authority areas. The report aimed to build a logical model which described the work of the play sector and why play is important. The report also noted, however, that it is particularly challenging to demonstrate Outcomes for play. It set out an idea of the benefits of play and the role of the play sector in Scotland. In the foreword, the Chief Executive Andrew Muirhead (2010) of Inspiring Scotland stated that *'Play makes a tremendous contribution to children having a happy and healthy childhood'*.

The Scottish Government Play Strategy drives the commitment for local agencies and authorities to ensure that play is a priority and that play is considered across all areas in local agencies. For this reason, it was felt that rather than CPD training which is not Outcome based, it would be more beneficial and accountable for there to be a qualification in understanding the Strategic Planning for Play. A qualification would take it further by ensuring that there is an assessment which will expect not just the evaluations and analysis, but a development and implementation plan for the local authorities and other organisations.

This action plan can be a crucial piece of sustainable work for the Play Strategy actions and to extend the work of the Getting It Right for Play and the Go Play Outcomes Framework. These documents can be found on the following weblinks:

Go Play Outcomes Framework

Playscotland Toolkit

Learners working on this qualification will be required to develop an action plan for their organisation or local authority as part of a final assessment. The rationale for the action plan would be to focus on how play can be further incorporated into their organisational strategic plan.

This would be expected to link to the organisational policy of either Single Outcome Agreements (SOA) or Scottish Government National Outcomes. A further impact of the qualification would be for each local authority or agency to have key personnel who understand the issues of play. They would also gain insight in evaluating the play experience for children in the organisation and local area.

Through this learning, there would be a core of staff from different areas of the organisation championing the play agenda and ensuring through the assessment in the qualification, that there are clear Outcomes and aims to affect change in the thinking of the organisation in relation to play.

The qualification will be a Professional Development Award (PDA) at SCQF level 8. It is expected that the qualification will link to the recently developed Play Strategy, common skills, parenting policies, as well as, Children's and Early Years Framework.

Although this is a new qualification for SQA. It is based and link to Playwork level 4 NOS and in particular to some of the Units in this qualification which relate to playwork theory and development of play policy. FT5A 04 (PW17) *Develop, Manage and Review Operational Plans for Play Provision* and FTM04 (PW38) *Implement Contemporary Frameworks Within a Play Context*. A fuller map to the Playwork NOS is contained in an appendix to this validation document.

The qualification is a new award which contains newly validated Units relating to the Strategic Planning for Play within organisations.

Background to the Development

The Scottish Government launched a fund in 2010 to support the play sector. This fund named Go Play, was hugely successful and supported many ventures and projects in the play sector. Two of these projects developed pieces of work which have formed the basis for the development of this qualification.

Play Scotland were funded to develop a toolkit for local authorities to assess play sufficiency, Getting It Right for Play. This toolkit was developed and piloted across two local authority areas. It was received well, and highlighted the potential for local authorities to work collaboratively across departments to ensure that priorities for play were included in their strategies and policies.

The other project was Inspiring Scotland, who developed their Outcomes based research from their support of play ventures through the Go Play fund. This publication was also considered very useful in the sector.

A paper written by the Sector Skills Council for Playwork Skillsactive in partnership with SQA, was presented to The Scottish Government. This paper recommended that both the Go Play Outcomes Framework and the Getting it Right for Play Toolkit could be merged into a nationally recognised qualification. The rationale behind this was to ensure sustainability of the two pieces of work and to extend their impact on the sector. It was also felt that a nationally recognised qualification could encourage real change in organisations as compared to a non-Outcome based CPD training event.

A meeting was set up with representatives of Play Scotland, The Scottish Government, Inspiring Scotland and SQA to look at taking this idea further. Skillsactive had evidence from employers that this would be very widely accepted. Inspiring Scotland also brought to the table evidence of support from their ventures. The Scottish Government was keen to support this project in view of their forthcoming Play Strategy, Play Scotland had piloted the training of the Getting It Right for Play with two local authorities who expressed a desire for candidates to gain a recognised qualification which was credit and leveled.

Evidence of Demand and Market Research

The Scottish Government has launched their Play Strategy (2013) which aims to see play improved and valued across the wider children's sector but also in other sectors such as outdoor learning, greenspace and health. The Strategic Planning for Play is mentioned in the Action Plan for the Play Strategy, which states that PDA on play and the play agenda should be taken up by agencies and sectors in Scotland in order to improve play opportunities for all children in Scotland. As a result of this, it is expected that every local authority would progress through the qualification. It is also expected that larger organisations and charities may take up the qualification also.

Development of the Award

A Project Board was set up for the overseeing of the development of the qualification. This was made up of representatives from The Scottish Government, Play Scotland, The Zone, SQA, Inspiring Scotland and Skillsactive.

The role of the Project Board was to provide project guidance and strategic and operational guidance for the project.

A Qualification Design Team (QDT) was established to develop and write the Units for the PDA Strategic Planning for Play. An external technical Vetter was chosen and external subject specialist scrutinised the Units throughout the process. The QDT used the Getting It Right for Play and the Go Play Outcomes Framework as a foundation for the development of the Units and the structure of the qualification. The QDT also used the Scottish Government Play Strategy as a benchmark for the development of the qualification.

2 Qualification structure

This award is linked to the Play Scotland Getting it Right for Play Toolkit. Centres interested in delivering this qualification must have partnership arrangements with Playscotland.

Assessors and Internal Verifiers must have current knowledge and experience of play policy mapping, and play theory at the appropriate level or above.

The design principles for PDAs stipulate that there must be at least half the SCQF Credit Points at the level of the Award.

All four Units in the Award are mandatory and are designed to meet the requirements underpinned by the Getting it Right for Play Toolkit and the Go Play Outcomes Framework.

The PDA will be awarded on successful completion of all four component Units. This PDA carries 32 SCQF points at SCQF level 8.

PDA in Strategic Planning for Play at SCQF level 8

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H51X	35	Play and Play Spaces	1	8	8
H5X2	35	Play, Policy and Community	1	8	8
H5X3	35	Evaluating and Analysing the Impact of Play on Children and Young People	1	8	8
H5X4	35	Evaluating Play Sufficiency	1	8	8

Transferable Skills

The development of transferable skills is encouraged throughout the Award. An important aspect of this Award is the development of the ability to apply and transfer a range of interpersonal and practical skills to different working relationships, and environments.

3 Aims of the qualification

The primary aim of the Award is to provide the underpinning Knowledge and Skills required to assess play sufficiency in an organisation and to develop a strategic action plan.

3.1 General aims of the qualification

- 1 To provide a formal qualification for members of an organisation who assess and promote play sufficiency.
- 2 To improve the confidence and ability of learners in terms of their understanding of the wider play agenda.
- 3 To enhance confidence and put into practice skills and knowledge gained through policy analysis and evaluation.
- 4 To develop in learners the appropriate attitudes, skills and knowledge to work collaboratively across departments in their organisation.
- 5 To develop in learners transferable interpersonal and communication skills.

3.2 Specific aims of the qualification

- 6 To develop an understanding of the benefits and impact relating to play and play spaces for children and young people.
- 7 To develop knowledge on national legislation and policy which relates to the play of children and young people.
- 8 To develop knowledge of the organisational policies which can impact on play and play spaces.
- 9 To develop an understanding of how to consult with children on their play needs.
- 10 To develop skills relating to policy analysis and evaluation.
- 11 To develop collaborative skills within an organisation.
- 12 To develop a strategic action plan.

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:

General Requirements

Entry for individual Units will be at the discretion of the centre.

In stating the access and regulations and in consideration of the subsequent selection and admission to the Award, presenting centres will need to ensure that each prospective learner has sufficient academic ability and the appropriate personal qualities to succeed. It is essential that learners have access to an appropriate work environment in order that they can meet the Evidence Requirements of the component Units.

Specific Requirements

This PDA qualification is designed to be a practical tool for learners in organisations to work together to assess and analyse play sufficiency. While there is no specific requirement for a previous qualification in children's play or management, it is expected that the learner would have the skills required in order to work within the Evidence Requirements of the qualification.

These Evidence Requirements include an ability to analyse and evaluate policy documents and record data. The qualification requires learners to have good Communication Skills both orally and written.

Target Groups

The target group for this qualification is varied. Learners in organisations who work in a variety of departments not necessarily related to children's services or play. This could include architects, educationalists, transport planners, town planners, health professionals, employees/volunteers from health and social care, the third sector, housing associations and educationalists, sports and youth professionals.

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	6	The PDA Strategic Planning for Play expects learners to communicate effectively with a multi-disciplinary team and to work together to develop a strategic action plan. This relates to Communication and Problem Solving and Working with Others. As part of a policy analysis, data must be gathered and analysed which demands a level of Information and Communication Technology ICT, Numeracy and Problem Solving.
Numeracy	6	
Information and Communication Technology (ICT)	6	
Problem Solving	6	
Working with Others	6	

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 demonstrate the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
H5X1 35	Play and Play Spaces	x	x		x	x	x	x		x		
H5X2 35	Play Policy and Community	x	x	x		x	x	x	x		x	
H5X3 35	Evaluating and Analysing the Impact of Play on Children and Young People	x	x	x	x	x	x		x		x	x
H5X4 35	Evaluating Play Sufficiency	x		x	x	x		x	x	x	x	x

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

See appendix 1

5.3 Mapping of Core Skills development opportunities across the qualification

The Core Skills recognised by SQA are available at SCQF levels 2–6 and are identified in the Core Skills Framework. They are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Working with Others
- ◆ Problem Solving

Developing Core Skills within the Award

The Core Skills are not formally assessed in the PDA Strategic Planning for Play, but there are opportunities to demonstrate relevant elements of Core Skills in the Units.

Communication (Oral and Written Communication):

There are ample opportunities in all Units of the PDA Strategic Planning for Play for learners to provide evidence of oral communication skills when taking part in group discussions, interacting with others, and consulting with children. Written communication will be demonstrated through learners producing written responses to assessments and also providing reports of analysed data.

Working with Others/Problem Solving: these Core Skills will be demonstrated through the Units Play and Play Spaces, and Play, Policy and Community.

Information and Communication Technology (ITC): there will be opportunities to provide evidence of Information technology in all Units of the PDA Strategic Planning for Play by researching on the internet, word processing documents, excel worksheets and assessments, using spread sheets for programming, and data bases as appropriate to policy analysis and data collection. (A key aspect of the qualification requires learners to understand and implement the provisions of the Data Protection Act 1998).

Numeracy: There are ample opportunities to demonstrate numeracy through the analysing of statistical data required within the Units.

Core Skills Exit Profile

On completion of the Award, it is anticipated that learners will have demonstrated aspects of the Core Skills of Working with Others to SCQF level 6, aspects of *Communication* to SCQF level 6, *Problem Solving* to SCQF level 6, *Information and Communication Technology (ICT)* to SCQF level 6, *Numeracy* to SCQF level 6.

The attached table maps the opportunities for the development of Core Skills within the Units.

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
H5X1 35	Play and Play Spaces		X	X	X			X	X	X	X	
H5X2 35	Play Policy and Community	X	X	X	X	X	X	X	X	X	X	X
H5X3 35	Evaluating and Analysing the Impact of Play on Children and Young People	X	X	X	X	X	X	X	X	X	X	X
H5X4 35	Evaluating Play Sufficiency	X	X	X	X	X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Play and Play Spaces	Outcome 1, 2, 3 and 4 may be assessed as one piece of work. However, it may be that it works better to encourage the candidate to carry out the assessment of the play space first and this can be discussed with the tutor. The candidate can then use the findings to link to their report on the benefits and impact the play space will have. The report can include some references to theory from Outcome one.			
Play Policy and Community	<p>The learner will required to undertake an audit (Policy to Play mapping exercise) which gathers policies and procedures related to play, or which have the potential to impact on play and identifies key people whose job role impacts on play.</p> <p>The learner will produce a holistic and integrated report which discusses the range of legislation and initiatives polices, processes and practice, which are crucial to the organisation and then identifies which are most relevant for play or have the potential to impact on play.</p>			
Evaluating and Analysing the Impact of Play on Children and Young People	<p>The learner will require 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 focused consultation.</p> <p>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 candidate undertake this consultation in person, it may be appropriate for the candidate to work with a play professional to undertake the face to face consultation with the children and young people.</p> <p>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.</p>			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Evaluating Play Sufficiency	<p>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.</p> <p>The learner 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.</p> <p>The Organisational Action Plan should be relevant to organisational Outcomes, organisational strategies and organisational resources.</p>			

6 Guidance on approaches to delivery and assessment

The delivery of this PDA qualification focuses on the play sufficiency analysis based on the Getting It Right for Play Toolkit.

The following four newly validated HN Units have been developed for this award and are mandatory within the structure of the PDA.

Play and Play Spaces

Play, Policy and Community

Evaluating and Analysing the Impact of Play on Children and Young People

Evaluating Play Sufficiency

Assessment Methodology

This PDA qualification allows Centres to develop a range of flexible assessment methods to allow learners to demonstrate their Knowledge and Skills: as stated above, Centres are encouraged to use, where possible, the holistic assessment of Outcomes within Units. The provision of a clear learning plan for individuals is also encouraged given the nature and purpose of the Award.

The focus of the qualification is on the development of competence, skills and knowledge. As such, assessments should allow learner evidence to be based, where appropriate, on naturally occurring circumstances.

Assessments take a variety of forms including case studies, reports, reflective accounts and structured questions. Learners could be encouraged to compile a portfolio of evidence. This will facilitate a holistic approach to delivery and assessment. A portfolio is a collection of the work that has been produced by the learner. Portfolios of evidence will normally include:

- ◆ Reflective accounts of practice
- ◆ Case studies
- ◆ Structured questions
- ◆ Other relevant information as required by centres

In keeping with the requirements with Getting It Right for Play, it is expected that the learners will be working in a real work environment or have access to, an appropriate work environment.

The Unit specifications detail the Evidence Requirements for each Unit. Centres should devise varied assessments in order to meet the needs, learning styles and environments of learners.

The key principles of assessment are that it should:

- ◆ Meet the Evidence Requirements detailed in the Unit specification
- ◆ Be objective, fair and equitable
- ◆ Be understandable, transparent and in a format appropriate to the learner
- ◆ Be proportionate and aligned to the content of the Unit Outcomes at the relevant SCQF level
- ◆ Be timely and on-going throughout the delivery of the Award, ie incremental and developmental
- ◆ Be redeemable, ie provide the opportunity for re-assessment

Delivery

6.1 Sequencing/integration of Units

It is recommended that the Units are delivered in the order presented. There are also opportunities to integrate teaching and assessment with the following Units:

Play, Policy and Community
Evaluating Play Sufficiency

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

There is no direct articulation or direct credit transfer to other Awards in the SQA framework. However, successful completion of the Units of the PDA could provide evidence of the development of Knowledge and Skills required for the SVQ 3 or 4 in Playwork. The QDT did not identify any common credit transfer opportunities from other qualifications therefore potential credit transfer would have to be judged on an individual basis by Centres and should follow SQA guidance. Bearing in mind the relationship of this award to the NOS, it is unlikely that any other qualification would provide appropriate Knowledge and Skills.

6.2.2 Professional recognition

Continuing Professional Development

The PDA has been designed to allow learners to undertake the full Group Award or specific Units from the Award to meet their individual development needs through certificated provision and gain formal recognition of their skills.

Relationship to National Occupational Standards

The National Occupational Standards (NOS) and associated SVQs at level 4 have been taken into account in the development of this PDA. The PDA may provide opportunities for staff to develop both Knowledge and Skills needed to evidence competence against the NOS.

6.3 Open or distance learning

This Award will be suitable for a range of delivery methods which may combine both face-to-face and distance learning approaches. Although learners are encouraged throughout to draw from their own day to day work experience, aspects of the Award could be delivered through a blended learning format. Workshops could supplement e-learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of learner evidence.

Learners could be encouraged to use online methods to support their learning such as the use of discussion forums and internet research and a blended learning approach would effectively support delivery.

For further information, please refer to *Assessment and Quality Assurance of Open and Distance Learning* on the SQA website, www.sqa.org.uk

6.4 Opportunities for e-assessment

E-assessment involves the use of digital devices to assist in the construction, delivery, storage or recording of student assessment tasks/responses and/or feedback.

E-assessment can utilise many formats, including text documents or portable document formats, multimedia formats such as sound, video or images, it can involve complex simulations or games, it can also be undertaken by students in groups or individually.

Assessors can use IT to construct assessment tasks, to deliver these tasks to the relevant students, to record and provide feedback and results, analyse students' responses, and ultimately provide feedback to the assessor.

E-assessment can be used as part of a learning management system such as *Moodle* or as a standalone application. Electronic assessments can be accessed by students anywhere and anytime or they can be isolated on local computers/networks with limited access gateways.

Key e-assessment types used may be:

- ◆ Diagnostic — may be used to establish a baseline for standards within a course, allowing learners to identify specific learning activities and allow tutors/assessors to highlight core principles and key concepts that are critical for learning.
- ◆ Formative — when used with appropriate feedback such methods have a significant impact on learning and develop student performance in subsequent summative tasks.
- ◆ Summative assessment tasks generally generate a measure of success.

Options for e assessment include (but are not limited to):

- ◆ Online quizzes, e-portfolios and simulations to gather assessment evidence.
- ◆ Use of management information systems to record assessment Outcomes and monitor learners progress.
- ◆ Online logs, wikis and blogs to provide assessment feedback.
- ◆ Mobile devices to support workplace assessment.
- ◆ Web conferencing to verify and standardise assessment processes/Outcomes.

Although there are not currently specific materials available, many of the Units may lend themselves to the use of the above methods.

6.5 Support materials

A list of support materials will be added once they are available on the SQA Website.

6.6 Resource requirements

Centres offering the PDA Strategic Planning for Play should ensure they have suitable resources for the delivery of this award, eg Access to appropriate work environment.

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 qualification 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 8 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.

Playwork Principles: refers to the underpinning Knowledge and Skills required within the Playwork Sector.

9 General information for learners

This PDA Strategic Planning for Play will give you the opportunity to work at a strategic level in your organisation across different departments. It will give you experience of finding out about the play agenda and how it fits into your area of work, and how you can have an impact on this in your organisation. You will be required to consult with children and map and analyse organisational policy to ensure play priorities are maximized in your organisation.

In the process of this qualification you will work through the following Units:

- ◆ Play and Play Spaces
- ◆ Play, Policy and Community
- ◆ Evaluating and analysing the Impact of Play on Children and Young People
- ◆ Evaluating Play Sufficiency

You may use these Units may be used for CPD and taken as standalone Units or as the complete Group Award.

You will further develop your essential/Core Skills by:

Reading	Understanding complex materials.
Written Communication	The requirement to writing of substantial reports. Learners will require to be confident that any materials you produce are accurate, understandable and professional.
Oral Communication	Using language to share/gain information, give instructions, share your thoughts, and communicate presentations and findings.
Working with Others	Interacting with colleagues from different departments, children and colleagues to complete tasks.
Thinking/Problem solving	Reviewing information to make decisions.
The ability to motivate	Motivating colleagues in other departments to identify ways in which their service or area of work can relate to play.
IT Use	Using IT/technical tools, tablets and smartphones will enable you to communicate effectively and enhance your effectiveness. The access various IT Packages during your research and presentations.
Numeracy	The use of numeracy and statistical data will be used to analyse the data collated from research.
Continuous learning and development	The completion of the PDA may allow for you to gain CPD and for you to encourage your colleagues to gain an insight in to the Importance of Play.

Assessment Methodology

During this PDA qualification you will experience a range of flexible assessment methods to allow you to demonstrate your Knowledge and Skills: as stated below. You will be encouraged, to gather your evidence holistically.

The focus of the qualification is on the development of competence, skills and knowledge. As such, assessments will allow your evidence to be based, where appropriate, on naturally occurring circumstances.

You could be encouraged to compile a portfolio of evidence. This will facilitate a holistic approach to delivery and assessment.

Your portfolios of evidence will normally include:

- ◆ Reflective accounts of practice
- ◆ Case studies
- ◆ Structured questions
- ◆ Other relevant information as required by centres

Appendix 1: NOS Mapping

Unit title: Play and Play Spaces	
Related NOS: Playwork	
<p>PW22 Research, Design and Facilitate Possibilities for Self-directed Play</p> <p>PW16 Work With Colleagues and Other Partners to Develop an Organisational Framework for Play</p> <p>PW19 Manage and Develop Play Facilities and Services</p>	
Content	Evidence
<p>Outcome 1</p> <p>Develop Knowledge and Understanding of play and play spaces.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Definitions of play ◆ Current theories of play ◆ Different perspectives of play ◆ Playwork principles ◆ Play spaces ◆ Play process and play cycle ◆ Play types ◆ Intervention strategies and techniques 	<p>PW22.1.1, 2 K1–K14</p> <p>PW16.1.1 K1–K9</p>
<p>Outcome 2</p> <p>Understand the intrinsic benefits of play and quality play spaces for children and young people.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Intrinsic benefits: ◆ Pleasure and enjoyment ◆ Emotion regulation ◆ Stress response systems ◆ Attachment ◆ Learning and creativity ◆ Socialisation ◆ Development and learning ◆ Mental health and wellbeing ◆ Physical activity ◆ Risk and play ◆ Extended experiences and developing skills 	<p>PW16.1.1 K1–K9</p> <p>PW22.1.1,2 K1, K2, K6, K9,K12, K13,K14</p>

Content	Evidence
<p>Outcome 3</p> <p>Understand the positive impact of play and quality play spaces.</p> <p>Knowledge and/or Skills</p> <p>Impact of play on:</p> <ul style="list-style-type: none"> ◆ Children and young people ◆ Families ◆ Communities 	<p>PW22.2.2 K7, K8, K9, K11, K19</p>
<p>Outcome 4</p> <p>Develop an understanding of approaches to risk and play and play spaces.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Adventure, challenge and risk in play ◆ Play spaces — location, accessibility, features, environmental factors ◆ Risk and development ◆ Environmental factors ◆ Maintenance and improvement ◆ Risk benefit analysis 	<p>PW22.4.1,7 K34-K40</p> <p>PW19.3 K17-K19</p> <p>PW19.2 K8-K14</p>

Unit title: Play, Policy and Community	
Related NOS: Playwork	
<p>PW16 Work With Colleagues and Other Partners to Develop an Organisational Framework for Play</p> <p>PW17 Develop, Manage and Review Operational Plans for Play Provision</p> <p>PW20 Work With Other Organisations, Agencies and Professionals</p> <p>PW22 Research, Design and Facilitate Possibilities for Self-directed Play</p> <p>PW23 Support Others in Accessing the Resources they Need to Provide Play Environments</p> <p>PW38 Implement Contemporary Frameworks Within a Play Context</p>	
Content	Evidence
<p>Outcome 1</p> <p>Investigate national legislation, frameworks, initiative and policies which impact on play.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ United Nations Convention on the Rights of the Child ◆ Rights and Equality ◆ Current national and local legislation, policy and strategies ◆ Regulatory frameworks ◆ National Outcomes ◆ Current national initiatives ◆ Community planning and development ◆ Public health ◆ Arts and open spaces ◆ Anti-poverty strategies ◆ Social housing 	<p>PW16.1.1 K1–K9</p> <p>PW17.1 K1–K3</p> <p>PW22.1.1 K1–K4</p> <p>PW38.1.1,2 K1–K8</p>
<p>Outcome 2</p> <p>Investigate organisational policies, strategies and action plans that act as drivers for the play agenda.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Current local policies and strategies related to children’s play ◆ Educational policy ◆ Health and well-being strategies ◆ Early years collaborative policy and strategy ◆ Protection and safeguarding provision ◆ Play provision and strategy ◆ Outdoor learning strategy and policy ◆ Early childhood provision ◆ Multi-agency working ◆ Organisational Outcomes ◆ Local community planning targets and strategies 	<p>PW16.2.3,4 K12, K13</p> <p>PW23.1.1,2 K1–K4</p> <p>PW38.2.1,2 K9–K12</p>

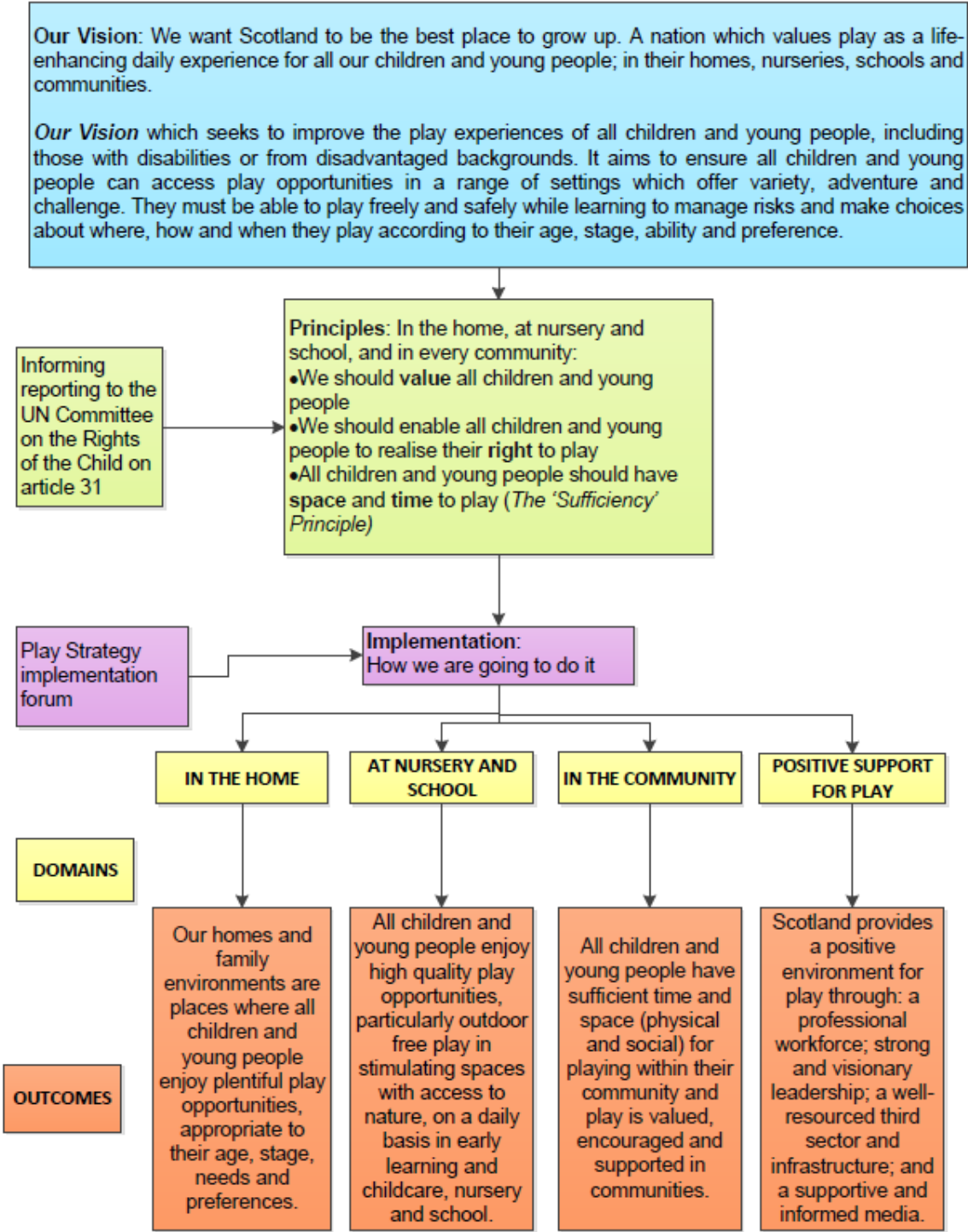
Content	Evidence
<p>Outcome 3</p> <p>Investigate the wider areas of policy in organisation which may have an impact on play in the community.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Identify policies, strategies and action plans which may indirectly impact on play ◆ Identify key policy makers, planners and providers who develop key areas of policy in the organisation ◆ Identify key organisational processes and practice which support development of policy in the organisation ◆ Scrutinise policies, process and practice in your organisation which could have an impact on play in the community ◆ Consider potential opportunities for cooperative working and policy development 	<p>PW20.1.1,2,3,4,5,6 K1–K9</p> <p>PW20.2.1,2,3,4,5,6 K10–K17</p> <p>PW38.2.1,2 K9–K12</p> <p>PW20.3.1,2,3,4,5,6,7 K18–K22</p>

Unit title: Evaluating and analysing the impact of play on children and young people	
Related NOS: Playwork	
<p>PW16 Work With Colleagues and Other Partners to Develop an Organisational Framework for Play</p> <p>PW17 Develop, Manage and Review Operational Plans for Play Provision</p> <p>PW21 Develop and Implement Procedures to Safeguard Children and Young People</p> <p>PW22 Research, Design and Facilitate Possibilities for Self-directed Play</p>	
Content	Evidence
<p>Outcome 1</p> <p>Develop understanding and knowledge of communication principles with children and young people.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Communication skills ◆ Methods of communicating with children and young people ◆ Legislative requirements of communicating with children and young people 	<p>PW22.1.3,4,5,6 K15–K19</p> <p>PW21.1.1 K1–K4</p>
<p>Outcome 2</p> <p>Undertake a consultation with children and young people establishing the impact of play on their lives.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Explore consultation tools for use with children and young people ◆ Understand of 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 ◆ Ethical parameters when working with children and young people to engagement and data handling 	<p>PW22.1.3,4,5,6 K6, K8</p> <p>PW21.1.1 K1–K4</p>

Content	Evidence
<p>Outcome 3</p> <p>Analyse the Outcomes from consultation and evaluate the impact of play.</p> <p>Knowledge and/or Skills</p> <p>Indicators:</p> <ul style="list-style-type: none"> ◆ 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 in scotland ◆ Impact on families and communities, for example, personal growth, strengthening relationships, social cohesion ◆ Analysis of data using appropriate tools 	<p>PW22.2.3,4,6 K1–K8</p>

Unit Title: Evaluating Play Sufficiency	
Related NOS: Playwork	
<p>PW16 Work With Colleagues and Other Partners to Develop an Organisational Framework for Play</p> <p>PW17 Develop, Manage and Review Operational Plans for Play Provision</p> <p>PW20 Work With Other Organisations, Agencies and Professionals</p> <p>PW23 Support Others in Accessing the Resources they Need to Provide Play Environments</p> <p>PW38 Implement Contemporary Frameworks Within a Play Context</p>	
Content	Evidence
<p>Outcome 1</p> <p>Carry out a policy analysis to identify impact on the quality of play.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Principles of policy analysis ◆ Assessment Tools to use in a policy analysis 	<p>PW16.2.2 K12, K13</p>
<p>Outcome 2</p> <p>Evaluate data from the policy analysis to identify sufficiency of play.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Evaluation methodologies ◆ Identify other relevant data and information sources ◆ Consultation with children ◆ Findings from play space assessments ◆ Key partners ◆ Mapping of potential policy audit 	<p>PW16.2.1,2,3,4,5 K13–K15</p> <p>PW16.1.3,4,5 K1–K9</p> <p>PW20.1.1,2,3,4,5,6 K1–K9</p> <p>PW23.2.1 K1–K9</p>
<p>Outcome 3</p> <p>Develop an organisational action plan relating to play based on evaluation of policy analysis and consultation.</p> <p>Knowledge and/or Skills</p> <ul style="list-style-type: none"> ◆ Principles of developing an action plan ◆ Collaborative working ◆ Policy analysis ◆ Evaluation techniques 	<p>PW17.1.1,2 PW17.3.1,2,3 K1–7; K13–18</p> <p>PW23.2 K10–K17</p> <p>PW38.3.1,2 K14–K16</p>

Appendix 2: Play Strategy Scotland



Progression Chart PDA Strategic Planning for Play

