



## **Group Award Specification for:**

**Professional Development Award in Pedagogy of  
Play at SCQF level 8**

**Group Award Code: GV5V 48**

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# 1 Introduction

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 higher education institutes (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 purpose of the Professional Development Award (PDA) in Pedagogy of Play is primarily to recognise the importance of play and playwork in the lives of children and young people, and to develop and enhance the play knowledge and skills of those working with children and young people. This award is rooted in the belief that play is essential for children's healthy development and wellbeing and that children have the right to play. Play is a fundamental aspect of childhood and is crucial for their physical, cognitive, social and emotional growth. Through play, children and young people learn about themselves, explore their surroundings, develop problem-solving skills, and build relationships with others.

The purpose of this qualification is to provide a smooth professional learning journey for those within the childcare and playwork sector, thereby to build upon their qualifications at SCQF level 7 and enhance their professional knowledge by developing a deeper understanding of the principles, theories, and practices that underpin effective play pedagogy. They will enhance their skills to support children and young people to create engaging play spaces, support and facilitate play and choose intervention styles which balance risk and benefits, whilst allowing children and young people to make control and determine their own play.

There is also an opportunity for those working within education settings to undertake this qualification to support them to embed a play ethos within their classrooms, whether as teachers, pupil support staff or inclusion professionals. Scotland's Curriculum for Excellence places a strong emphasis on active learning and play-based pedagogy. Having staff with enhanced play and playwork knowledge and skills can support the effective implementation of this curriculum, ensuring that play-based learning experiences are developmentally appropriate and aligned with curricular goals. In a recent survey of play in Scotland, Play Scotland has found that many teachers and schools have been enthusiastic in wanting access to resources and opportunities for training in play and play-based learning.

The timing of the development of this PDA Pedagogy of Play reflects major developments within Scotland and the sector. The Scottish Government has affirmed its commitment to play through the introduction of the 'United Nations Convention on the Rights of the Child Incorporation (Scotland) Act 2024, which has embedded children's rights into Scot's law including Article 31 'a child's right to play'.

The Scottish Government is committed to significantly expanding their programme to enhance School Age Childcare and build on the national early learning offer to expand provision for families with a two-year-old, focused on those families who need it most.

Scotland's Play Strategy is currently being reviewed and it is clear that this will further embed a commitment to play for all children and young people in Scotland.

Within 'Playing with quality and equality: a review of inclusive play in Scotland', it states that 'Play training should be seen as integral in the skillset of all workers involved with children and should be part of a more creative, practical and robust professional qualification framework that supports and promotes the quality play practitioner within this country.' By obtaining a qualification in play and playwork, those working with children and young people can gain valuable insights into creating playful and engaging environments that support children and young people's holistic growth, foster positive attitudes towards learning, and promote inclusive and diverse experiences.

## 2 Qualification structure

This Professional Development Award (PDA) is made up of two units — 5 SQA unit credits. It comprises 40 SCQF credit points of at SCQF level 8.

A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

This PDA contains two mandatory units:

Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy  
(2 HN credits) (16 SCQF credits).

Play Pedagogy — Research Play Pedagogy in Practice  
(3 HN credits) (24 SCQF credits).

#### Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
		Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	2	16	8
		Play Pedagogy — Research Play Pedagogy in Practice	3	24	8

The qualification is at SCQF level 8 and reflects this competency level. It comprises 40 credits at SCQF level 8. The award is matched to the Childhood Practice Standards and the National Occupational Standards (NOS).

# 3 Aims of the qualification

The principal aim of the PDA is to allow learners to advance and enhance their professional knowledge and skills of play pedagogy beyond the practitioner or professional role.

## 3.1 General aims of the qualification

- 1 Develop and enhance knowledge of play and playwork research and theoretical perspectives.
- 2 Develop critical, evaluative and analytical skills and an ability to synthesise concepts and ideas.
- 3 Enhance play pedagogy and practice.
- 4 Develop meta-skills to enhance their practice and employability.
- 5 Develop transferable skills including core skills.
- 6 Develop personal effectiveness.
- 7 Enable progression within the SCQF Framework including progression to further and higher education.
- 8 Provide opportunities for career planning and enhance learners' career prospects.

## 3.2 Specific aims of the qualification

The specific aims of the unit, Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy are:

- 1 Build a theoretical foundation: secondary research involving the review of existing literature, theories, and studies related to play and playwork will provide a solid theoretical foundation for understanding the importance of play, its developmental benefits, and effective play-based practices.
- 2 Identify best play practices: by analysing and synthesising existing research, learners can identify evidence-based best practices in play and playwork, which can inform the development of high-quality play pedagogies.
- 3 Comparative analysis: research can facilitate comparative analyses of play and playwork practices across different cultural, geographical, and educational contexts, allowing for the identification of principles as well as context-specific considerations.

The specific aims of the unit, Play Pedagogy — Research Play Pedagogy in Practice are:

- 4 First-hand observations and insights: primary research allows researchers to observe play behaviours, interactions, and preferences directly. This can provide valuable insights into how children and young people engage with spaces, places and people, which can inform the design and implementation of effective play and playwork practices.

- 5 Contextualised understanding: By conducting primary research in specific settings or communities, learners can gain a deeper understanding of the unique cultural, social, and environmental factors that influence the play of the children and young people they work with.
- 6 Participatory research can ensure that children and young people are actively engaged in the research process. They provide valuable insights into their perspectives, preferences, and ideas, ensuring that play and playwork practices are truly child-centred and responsive to their needs.
- 7 Evaluation: learners can evaluate the effectiveness of existing play and playwork practices, identify areas for improvement, and refine approaches based on theoretical perspectives, observations and consultation.

## 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 (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding of supporting and facilitating play for children and young people, in playwork, childhood practice, youth work or education settings.

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: Learners accessing this award may hold a practitioner qualification as required by the SSSC, for example, HNC Childhood Practice / SVQ Social Services (Children and Young People) at SCQF level 7 or SVQ Playwork at SCQF level 7 or any other practitioner award recognised by the SSSC.

Or learners may hold or have qualifications and experience from education settings, such as teachers, pupil support staff or inclusion professionals; or youth services; or open-access play provision, etcetera.

Due to the diversity of roles within the sector, learners may not be working directly with children and young people, but may be in a co-ordinating role.

### 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 would 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.

For this reason, the level stated should be reflective of the main focus of the qualification which is likely to require a certain level of ability in one or two of the Core Skills. Learners will naturally use and develop aspects of all five Core Skills as they work through the units making up the qualification through teaching and learning approaches which require to be mapped in the next section.



<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	6	Written communication will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other learners, professionals and key people.
Numeracy	5	Learners may have the opportunity to use number and graphical representation within their research.
Information and Communication Technology (ICT)	6	Learners will develop their ICT skills through research and the presentation of written assignments.
Problem Solving	6	Learner will develop their problem solving through critical thinking, planning and organising and reviewing and evaluating across their research and assessments.
Working with Others	6	This will be developed as learners will be required to work collaboratively with colleagues from their own and other service areas in the preparation and research for their assessments.

## 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.

Employers can better understand the relevance and value of investing in related qualifications for their staff. This investment can contribute to the overall promotion and support of high-quality play experiences for children in Scotland, aligning with national strategies, initiatives, and educational frameworks.

There are several potential benefits for employers when their staff undertake qualifications in play and playwork:

- 1 Improved quality of play provision: staff with specialised knowledge and skills in play pedagogy will have a deeper understanding of how to create, support and facilitate engaging, developmentally appropriate, and inclusive play for children and young people. This can lead to improved quality of play provision within the organisation, enhancing the overall experience for the children and families they serve.
- 2 Enhanced development and learning: play and playwork qualifications equip staff with knowledge and skills to facilitate play experiences that support various aspects of child development, including physical, cognitive, social, emotional, and language development. This can contribute to better learning outcomes and overall well-being for the children in their care.
- 3 Increased professionalism and expertise: investing in qualifications related to play pedagogy, employers demonstrate a commitment to professional development and expertise in their field. This can enhance the organisation's reputation and credibility, in offering high-quality play-based services.
- 4 Improved team dynamics and staff retention: providing professional development opportunities, such as the PDA Pedagogy of Play, can boost staff morale, job satisfaction, and confidence in their ability to support and facilitate children's play and development effectively.

- 5 Alignment with organisational values: many organisations that work with children and young people prioritise values such as child-centred practices, inclusive environments, and supporting development. By investing in play pedagogy, employers demonstrate their commitment to these values and their dedication to providing high-quality services that prioritise the needs and well-being of children and young people.

Overall, employers can benefit from having staff who have undertaken the PDA Pedagogy of Play through improved service quality, enhanced child development outcomes, increased professionalism, better staff retention, and alignment with organisational values.

## 5.1 Mapping of qualification aims to units

### General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	X	X	X	X	X	X	X	X
	Play Pedagogy — Research Play Pedagogy in Practice	X	X	X	X	X	X	X	X

### Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	X	X	X				
	Play Pedagogy — Research Play Pedagogy in Practice				X	X	X	X

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

### Mapping to the Standards for Childhood Practice 2015

<b>Code</b>	<b>Unit title</b>	<b>Standards for Childhood Practice 2015:</b> Professional values and personal commitment	<b>Standards for Childhood Practice 2015:</b> Professional knowledge and understanding
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	1	4, 5, 6, 13
	Play Pedagogy — Research Play Pedagogy in Practice	1	4, 5, 6, 13

<b>Code</b>	<b>Unit title</b>	<b>Standards for Childhood Practice 2015:</b> Professional skills and abilities
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	14, 15, 16, 18
	Play Pedagogy — Research Play Pedagogy in Practice	14, 15, 16, 18, 24

**Scottish Social Services Council: Standards for Childhood Practice revised 2015 (Appendix 1)**

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standards (NOS) Playwork</b> (Underpinning knowledge and practice)
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	SKAPW95: Develop an Organisational Framework for a Playwork that Reflects the Needs and Protects the Rights of Children and Young People SKAPW96: Research, Design and Facilitate Possibilities for Self-Directed Play
	Play Pedagogy — Research Play Pedagogy in Practice	SKAPW82: Analyse and Support Self-Directed Play in Line with Current Playwork Theories SKAPW92: Implement Contemporary Frameworks within the Context of Playwork SKAPW93: Manage, Develop and Review Play Provision SKAPW94: Manage Operational Plans for Play Provision CFAM and LB6: Provide Leadership in your Area of Responsibility

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standards (NOS) Social Services: Children and Young People</b> (Underpinning knowledge and practice)
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	SCDCCLD 0420: Undertake a research project

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standards (NOS) Social Services: Children and Young People</b> (Underpinning knowledge and practice)
	Play Pedagogy — Research Play Pedagogy in Practice	SCDCCLD 0420 Undertake a research project CFAM and LB6: Provide Leadership in your Area of Responsibility SKAPW82: Analyse and Support Self-Directed Play in Line with Current Playwork Theories

## 5.3 Mapping of Core Skills development opportunities across the qualifications

The Core Skill/Core Skill components are signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

### Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	X	X	X
	Play Pedagogy — Research Play Pedagogy In Practice	X	X	X

### Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy		
	Play Pedagogy — Research Play Pedagogy in Practice	X	X



### Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing / Creating Information
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	X	X
	Play Pedagogy — Research Play Pedagogy in Practice	X	X

### Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	X	X	X
	Play Pedagogy — Research Play Pedagogy in Practice	X	X	X

### Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
	Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	X	X
	Play Pedagogy — Research Play Pedagogy in Practice	X	X

## 5.4 Assessment strategy for the qualifications

Unit title	Assessment: Outcomes 1 to 4	Assessment: Outcome 5
Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy	<p>Outcomes 1, 2, 3 and 4 could take the form of an academic presentation which analyses the value of play pedagogy for children and young people, presents contemporary theoretical perspectives of play pedagogy and evaluates international conventions, national legislation, guidance and policy frameworks which support play pedagogy.</p> <p>This could be presented as an academic essay, academic poster, or other appropriate method or tool for presenting research.</p> <p>It is expected that a number of theoretical perspectives will be discussed within the unit, however, it is recommended that the learners will explore three theoretical perspectives in-depth for their assessment. These could be from a variety of sources.</p>	Not applicable.

<b>Unit title</b>	<b>Assessment: Outcomes 1 and 2</b>	<b>Assessment: Outcomes 3 to 5</b>
Play Pedagogy — Research Play Pedagogy in Practice	Outcomes 1 and 2 will be a Research Plan which should detail how the practitioner is planning to investigate current and contemporary play theories and pedagogy. The plan can be evidenced in a variety of ways such as an Academic poster, PowerPoint presentation, Sway or written or oral assignment provided to the Assessor.	Outcomes 3, 4 and 5 will be their presentation of findings which will be a produce a detailed presentation of their findings into play pedagogy reflecting on their research which has been undertaken. This can again be in a variety of ways including Academic poster, briefing paper, Sway, PowerPoint presentation or academic essay.

## **6 Guidance on approaches to delivery and assessment**

The PDA Pedagogy of Play consists of 2 HN Units at SCQF level 8 (one double and one triple credit units) allowing learners to achieve 40 SCQF credit points.

This units are designed to allow learners to develop their knowledge of a variety of theoretical perspectives on play pedagogy for children and young people.

It is recommended that this unit is delivered through lectures, group work, practical classroom activities, visits by professionals and visits to settings that support play for children and young people. There are a variety of media resources that can be used to support the delivery of these units.

The PDA may be delivered in a variety of different ways which will reflect the learning, employment and development needs of individual learners and employing organisations. The most common method of delivery will be to learners who are currently in full or part time employment and will be studying on a part time basis. Modes of delivery could include classroom learning, online, distance learning or a combination of these.

Learners should be encouraged to undertake autonomous learning through research of a variety of pedagogical approaches and the theory supporting them. Short research tasks could be given to groups or individuals to share findings with the wider group for further discussion and once a range of approaches have been analysed, learners will produce evidence of their findings.

### **6.1 Sequencing/integration of units**

It is recommended that the units should be delivered and assessed within the subject area of the group award to which it contributes.

It is recommended that the unit, Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy is delivered first, as this provides the research base for the unit Play Pedagogy — Research Play Pedagogy in Practice to facilitate integration of assessment or as a standalone unit for professional development.

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

The following sub-sections outline how existing SQA units 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 PDA Pedagogy of Play at SCQF level 8 allows learners to achieve 40 SCQF level 8 credits. This may be used towards the 120 SCQF level 8 credits necessary to progress to the PDA Childhood Practice: Leadership and Management at SCQF level 9.

The PDA Pedagogy of Play at SCQF level 8 may also support articulation by universities who offer the BA Childhood Practice. The level of articulation is at the discretion of individual universities.

### **6.2.2 Professional recognition**

The PDA Pedagogy of Play at SCQF level 8 is designed as a professional development award, and does not gain professional recognition.

## **6.3 Support materials**

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

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

## Internal and external verification

All assessments used within these qualifications 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](http://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:

- ◆ candidates 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 candidates 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](http://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 candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

## Acknowledgement

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

Template version: October 2022.



## 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 purpose of the PDA Pedagogy of Play at SCQF level 8 is primarily to recognise the importance of play and playwork in the lives of children and young people, and to develop and enhance the play knowledge and skills of those working with children and young people. This award is rooted in the belief that play is essential for children's healthy development and wellbeing and that children have the right to play. Play is a fundamental aspect of childhood and is crucial for their physical, cognitive, social and emotional growth. Through play, children and young people learn about themselves, explore their surroundings, develop problem-solving skills, and build relationships with others.

It has been designed to provide a smooth professional learning journey for you, if you work within the childcare and playwork sector, thereby to build upon your current qualifications at SCQF level 7 and enhance your professional knowledge by developing a deeper understanding of the principles, theories, and practices that underpin effective play pedagogy. You will enhance your skills to support children and young people to create engaging play spaces, support and facilitate play and choose intervention styles which balance risk and benefits, whilst allowing children and young people to make control and determine their own play.

It is also designed for you, if you work within education settings to support you to embed a play ethos within your classrooms, whether you are a teacher, pupil support staff or inclusion professional. Scotland's Curriculum for Excellence places a strong emphasis on active learning and play-based pedagogy and you will have the opportunity to enhance play and playwork knowledge and skills to support the effective implementation of this curriculum, ensuring that play-based learning experiences are developmentally appropriate and aligned with curricular goals.

This Professional Development Award (PDA) is made up of two units — 5 SQA unit credits. It comprises 40 SCQF credit points of at SCQF level 8.

This PDA contains two mandatory units:

- ◆ Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy (2 HN credits) (16 SCQF credits).
- ◆ Play Pedagogy — Research Play Pedagogy in Practice (3 HN credits) (24 SCQF credits).

## Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy

This unit is designed to allow you to explore diverse theoretical perspectives on play pedagogy for children and young people. The unit will give you opportunities to investigate key concepts through literature review, critically assess current influential ideas and theories, and reflect upon their impact on practice and the wellbeing of children and young people.

## Play Pedagogy — Research Play Pedagogy in Practice

This unit has been designed to allow you to develop practitioner research into play pedagogy underpinning practice for working with children and young people. You will have the opportunity to develop your understanding of research methodology and methods, and follow the stages of research, starting with the research problem/question through to the presentation of findings. It also provides support in understanding research ethics.

The assessments for these units are:

### Play Pedagogy — Review Theoretical Perspectives of Play Pedagogy

- ◆ Academic presentation which analyses the value of play pedagogy for children and young people, presents contemporary theoretical perspectives of play pedagogy and evaluates international conventions, national legislation, guidance and policy frameworks which support play pedagogy.

### Play Pedagogy — Research Play Pedagogy in Practice

- ◆ Research Plan which should detail how the practitioner is planning to investigate current and contemporary play theories and pedagogy.
- ◆ Presentation of their findings into play pedagogy reflecting on their research which has been undertaken.

The PDA Pedagogy of Play at SCQF level 8 allows you to achieve 40 SCQF level 8 credits. You may use these credits towards the 120 SCQF level 8 credits necessary to progress to the PDA Childhood Practice: leadership and management at SCQF level 9.

The PDA Pedagogy of Play at SCQF level 8 may also support articulation by universities who offer the BA Childhood Practice. The level of articulation is at the discretion of individual universities.