



Group Award Specification for:

National Progression Award in Play in a Sports Environment at SCQF level 6

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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.

This National Progression Award (NPA) in Play in a Sports Environment at SCQF level 6 was first validated in May 2009, and revised and validated in July 2023. This document includes information on the NPA Play in a Sports Environment including its aims, guidance on access, details of the group award structure and guidance on delivery.

The NPA Play in a Sports Environment was developed to support learners wishing to pursue playwork or sport as possible career paths. The competences achieved will allow learners to make other career decisions and follow different pathways.

Centres are able to use the award or the units in order to best support their learners. The NPA Play in a Sports Environment is designed to equip learners with the skills, knowledge and understanding required for progression to further academic and/or professional qualifications.

The units link to Skillsactive National Occupational Standards (NOS) in Playwork. Links are also made to Core Skills units.

Rationale

The NPA in Play in a Sports Environment provides learning and practical opportunities for learners wishing to develop their playwork and sport skills for working with children and young people. The units are designed to allow the learner to develop the knowledge and skills required to deliver play in a sports environment that meets the requirements of the National Occupational Standards in Playwork. It will allow learners to develop their personal qualities and to develop their knowledge and skills in play and playwork, communication and development wellbeing and health and safety surrounding the topic. The award is designed to articulate with current SVQs and to support learners who may wish to follow a career path in Playwork or Sport and Fitness.

The award will provide:

- ◆ Opportunities to learn about current theories and best practice in play and playwork.
- ◆ Opportunities to acquire and apply skills in planning, implementing and evaluating play.
- ◆ Opportunities to take responsibility for managing resources, ensuring health and safety, undertaking risk assessment and following policy.
- ◆ Development of skills of working with others, including children and young people and colleagues.
- ◆ Develop skills of reflective practice, self-evaluation, and personal development.
- ◆ A choice of vocational pathways to be followed.
- ◆ Flexible approaches within the National Occupational Standards.

- ◆ The opportunity to preserve and build upon existing good practice.
- ◆ Compatibility with feeder qualifications, in particular Skills for Work Early Learning and Childcare at SCQF level 5; Skills for Work Sport and Recreation at SCQF level 5 or the National Progression Award Playwork and Childcare at SCQF level 5.
- ◆ Articulation with the SVQ in Playwork at SCQF level 6 and beyond.
- ◆ A focus on the playwork practice being demanded by the industry.

Target audience

This National Progression Award is suitable for a wide range of learners including:

- ◆ Learners with a strong leaning towards an interest in Sport and Fitness.
- ◆ S5 and S6 learners (who may have achieved National 5 or Higher Physical Education or Sport and Fitness awards).
- ◆ School leavers.
- ◆ Progression learners (for example 'Skills for Work' learners who may have achieved a course at SCQF level 5, such as Skills for Work Sport and Recreation or Skills for Work Early Learning and Childcare).
- ◆ Adults returning to education.
- ◆ Employed learners who wish to enhance their career prospects.
- ◆ Unemployed learners who wish to enhance their job prospects.

2. Qualification structure

The NPA in Play in a Sports Environment at SCQF level 6 contains the equivalent of 3 SQA unit credits, with an overall total of 18 SCQF credit points. The units making up the NPA have been designed and developed for this award, and all of the units are mandatory.

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

2.1 Structure

This award meets the relevant NPA design principles as it is:

- ◆ made up of 3 SQA unit credits at SCQF level 6.
- ◆ amounts to 18 SCQF credit points at SCQF level 6.
- ◆ all the units within the award are at SCQF level 6 which is the SCQF level for the award.

The award consists of mandatory units, there are no optional units.

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J7M3	46	Working with Children and Young People to Provide Play in a Sports Environment	1	6	6
J7M1	46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	1	6	6
J7M2	46	Provide Play Sessions in a Sports Environment	1	6	6

Learners successfully completing the 18 SCQF credit points will gain the group award.

3. Aims of the qualification

3.1 General aims of the qualification

1. To focus and develop an appropriate range of functional knowledge, skills and competence of play and playwork which reflect the ongoing and rapid changes within the sector and industry.
2. To enhance personal and professional opportunities and support the learner to make informed choices regarding possible career pathways and prepare them for further study.
3. To provide options to delivering centres with a flexible award which can be tailored to suit their individual and market needs, hence increasing learner employability via relevant and ongoing education and meeting the needs of the sector.

3.2 Specific aims of the qualification

1. Develop the learner's knowledge and understanding of current theories and best practice in play and playwork, and the impact on specific aspects of the playwork sector and the sports and recreation industry.
2. Develop the learner's knowledge, skills and competency in planning, implementing and evaluating aspects of the play process.
3. Enhance the learner's career prospects in the sector or outside it by the development of transferable skills.
4. Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow learners to progress to another level of education, if so desired.
5. Offer opportunities to develop Core Skills in a setting relevant to the industry.
6. Contribute to the Scottish Governments' targets regarding:
 - (a) 'A More Active Scotland: Scotland's Physical Activity Delivery Plan 2018'; Public Health Scotland's focused systems-based approach to physical activity in Scotland — a framework for action at a national and local level (2022) which mandates quality physical education for all children aged 3 to 18 years within the school curriculum, and creation of accessible and safe yet challenging environments for children and young people to be physically active.
 - (b) 'Play Strategy for Scotland' (2013), which seeks to improve the play experiences of all children and young people, including those with disabilities or from disadvantaged backgrounds. It aims to ensure all children and young people can access play opportunities in a range of settings that offer variety, adventure and challenge.

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.

Whilst access to the qualification is at the discretion of the centre, it is recommended that learners have good communication skills, both written and oral. Learners may already have undertaken qualifications which have developed their skills, knowledge and understanding, for example:

- ◆ Skills for Work Early Learning and Childcare at SCQF level 5.
- ◆ Skills for Work Sport and Recreation at SCQF level 5.
- ◆ National Progression Award Playwork and Childcare at SCQF level 5.

The award and contributing units have been designed to allow learners to develop their skills by undertaking challenges by the assessment tasks, supported by the delivering centre but have no unreasonable barriers put between them and achievement.

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 5	Communicating with children, young people and sport or play staff, presenting information, group discussions, etcetera.
Numeracy	Not applicable	Not applicable.
Information and Communication Technology (ICT)	SCQF level 5	Using internet for research, using suitable ICT packages to build portfolio of evidence.
Problem Solving	SCQF level 5	Developing innovative and creative solutions.
Working with Others	SCQF level 5	Working with sport or play staff and other professionals to enhance play for children and young people.

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.

5.1 Employment opportunities

The award is designed to permit learners to develop knowledge and skills in the areas which most interest them and to allow better articulation with the programmes in Playwork, Fitness and Coaching, rather than offer direct access to employment. The industry continues to become more regulated and employers lean towards employing staff with qualifications that have professional recognition for many positions.

Within the area of Playwork, Sport and Fitness, there is a substantial range of employment opportunities for properly qualified staff.

Coaches and Instructors	Sport Development Facilitators
Sports Leader or Assistant	Sport Development Assistant or Officer
Coach — Assistant/Deputy Coach	Various 'Programme' managers/officers, for example Active Sport Manager
Sports Facilitator	School Sport Co-ordinator
Play Leader	Sport Development Assistant
Playworker	Active Schools' Co-ordinator
Play Ranger	Playwork Co-ordinator

5.2 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment	X	X	X
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	X	X	X
J7M2 46	Provide Play Sessions in a Sports Environment	X	X	X

Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment	X	X	X	X	X	X
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment		X	X	X	X	X
J7M2 46	Provide Play Sessions in a Sports Environment		X	X	X	X	X

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

Links have been made to the Playwork National Occupational Standards (NOS) which apply to the Playwork units shown in the table below. The table is designed to show that the SQA award has been built upon and takes detailed account of the NOS for the industry.

Code	Unit title	National Occupational Standards (NOS)
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment	Create Playwork Settings that Support Freely Chosen Self-Directed Play. Prepare and Facilitate Specific Play Opportunities.
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	Contribute to the Health, Safety and Wellbeing of Children and Young People in the Playwork Setting. Contribute to Undertaking Risk Assessments in the Playwork Setting. Identify Safeguarding Concerns Relating to Children and Young People in the Playwork Setting.
J7M2 46	Provide Play Sessions in a Sports Environment	Create Playwork Settings that Support Freely Chosen Self-Directed Play. Prepare and Facilitate Specific Play Opportunities. Contribute to the Health, Safety and Wellbeing of Children and Young People in the Playwork Setting. Contribute to Undertaking Risk Assessments in the Playwork Setting. Identify Safeguarding Concerns Relating to Children and Young People in the Playwork Setting. Evaluate to Improve your Own Practice and the Work of your Playwork Team.

NOS titles (SVQ units)

Unit SKAPW50	Create Playwork Settings that Support Freely Chosen Self-Directed Play.
Unit SKAPW51	Prepare and Facilitate Specific Play Opportunities.
Unit SKAPW52	Contribute to Undertaking Risk Assessments in the Playwork Setting.
Unit SKAPW53	Contribute to the Health, Safety and Wellbeing of Children and Young People in the Playwork Setting.
Unit SKAPW54	Identify Safeguarding Concerns Relating to Children and Young People in the Playwork Setting.
Unit SKAPW61	Evaluate to Improve your Own Practice and the Work of your Playwork Team.

Other units where knowledge and skill development is relevant are SKAPW55 Contribute to the Development and Maintenance of Relationships with Children, Young People and Others in the Playwork Setting; SKAPW57 Contribute to Supporting Disabled Children and Young People in the Playwork Setting and/or SKAPW63 Establish and Facilitate Play in a Non-Dedicated Playwork Setting. These are examples of some of the significant links only.

5.4 Mapping of Core Skills development opportunities across the qualification

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment	X	X	X
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	X	X	X
J7M2 46	Provide Play Sessions in a Sports Environment	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment	Not applicable.	Not applicable.
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	Not applicable.	Not applicable.
J7M2 46	Provide Play Sessions in a Sports Environment	Not applicable.	Not applicable.

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment		
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	X	X
J7M2 46	Provide Play Sessions in a Sports Environment	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment	X	X	X
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	X	X	X
J7M2 46	Provide Play Sessions in a Sports Environment	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J7M3 46	Working with Children and Young People to Provide Play in a Sports Environment		
J7M1 46	Health, Safety and Wellbeing of Children and Young People in a Sports Environment	X	X
J7M2 46	Provide Play Sessions in a Sports Environment	X	X

5.6 Assessment strategy for the qualification

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Working with Children and Young People to Provide Play in a Sports Environment	Folio of Evidence describing: <ul style="list-style-type: none"> ◆ three playwork principles in relation to working with children and young people in a sports environment. ◆ two theories of play, and how each of the theories can enhance the quality of play in a sports environment. 	Folio of Evidence explaining the adult's role: <ul style="list-style-type: none"> ◆ as a facilitator of play. ◆ in supporting self-directed play. ◆ supporting the playwork principles. 	Folio of Evidence: <ul style="list-style-type: none"> ◆ explaining three benefits of play for wellbeing and physical development of children and young people. ◆ describing two benefits of play on lifelong health and wellbeing of children and young people.
Health, Safety and Wellbeing of Children and Young People in a Sports Environment	Evidence that the learner can: <ul style="list-style-type: none"> ◆ identify two pieces of legislation or two regulations, or one of each to ensure health and safety in a sports environment. ◆ describe one organisational policy or one procedure for health, safety and security of a sports environment. ◆ describe the role of the adult to support the health, safety and security of children and young people in a sports environment. 	Evidence that the learner can: <ul style="list-style-type: none"> ◆ explain the importance of risk assessment to support play in a sports environment. ◆ describe the role of the adult in dealing with a hazard in relation to children and young people in a sports environment. ◆ describe the role of the adult in dealing with an emergency in relation to children and young people in a sports environment. 	Evidence that the learner can: <ul style="list-style-type: none"> ◆ identify one piece of legislation in relation to safeguarding of children and young people in a sports environment. ◆ describe one organisational policy and one procedure for the safeguarding of children and young people in a sports environment. ◆ describe the role of the adult for safeguarding of children and young people in a sports environment

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3
Provide Play Sessions in a Sports Environment	<p>Written and/or oral recorded evidence of two plans for two practical play sessions — each play plan must:</p> <ul style="list-style-type: none"> ◆ describe the playwork principles that relate to the play session. ◆ list the resources and equipment required. ◆ describe how they will ensure the health and safety of the play space. ◆ detail what they think the benefits of this play will be for the children and young people’s physical development and wellbeing. 	<p>Observation of two play sessions to a group of children and young people by the assessor.</p> <p>A checklist recording the play sessions and covering the required areas should be completed and retained by the assessor for both sessions. Learners will be assessed on their ability in the following areas:</p> <ul style="list-style-type: none"> ◆ facilitation of self-directed play through observation, leading, taking part. ◆ demonstrating that they clearly understand and can respond effectively to play cues and play returns. ◆ an explanation of their chosen intervention style. 	<p>Evaluations of the two play sessions.</p> <p>For each evaluation the learner should reflect on:</p> <ul style="list-style-type: none"> ◆ their planning. ◆ their choice of equipment and resources. ◆ their awareness of health and safety. ◆ the benefits of the play to support children and young people’s physical development and wellbeing. ◆ their intervention style and identify how this had an impact on the play session. ◆ their facilitation of self-directed play.

6. Guidance on approaches to delivery and assessment

The NPA Play in a Sports Environment at SCQF level 6 can be delivered on a full-time or part-time basis.

Learners can undertake units on a stand-alone basis, or part of the full National Progression Award.

The NPA Play in a Sports Environment should be delivered in the context of the sport and/or fitness environments in order to allow learners to develop a greater understanding of terminology, working practices, the significance of research, personal skills, local and national targets together with political objectives for sport and fitness. Learners will also develop an understanding of many safety issues.

The intention is that learners undertaking any of the units will gain personal skills and knowledge that can lead towards employment in the future. Learners will develop a broad knowledge of the industry and accepted practices.

Delivery would in all cases require that learners are well supported in the initial stages and would require support throughout to ensure that standards were maintained and that there was no compromise of health or safety issues at any time.

Assessments would where appropriate be observational, written or oral and may be supported in some cases by a second line assessor or mentor. Detailed information can be found in the unit specifications.

The NPA Play in a Sports Environment requires that all three units be delivered as part of the award. The learners must understand the underpinning principles, theories of playwork, the legislative requirements for maintaining the health and safety and wellbeing of children and young people.

Centres may devise their own timetable for the delivery of the award.

Centres will form their own judgement as to the delivery schedule but this is likely to be in a logical sequence for the award.

It is recommended that centres decide what best suits the needs of the learners and their own and local facilities.

Some units may require much of the delivery to take place in a 'classroom' environment while others will clearly require learners to be working outwith that environment while still receiving tutor support. This approach has its own challenges and centres will form their own judgements as to how to best support learning in a safe environment.

Full-time, part-time, block release, day release or evening classes are all possibilities for delivery. Again, the type of support needed will vary depending on which units are being delivered at the time.

There are many opportunities for the integration of delivery of the units within the award.

Unit delivery should be in a practical environment as much as possible, and assessment should also be within the same environment.

Assessment

Assessment guidance is provided in each unit specification and the evidence requirement statement contained in each of the units makes clear exactly what minimum evidence is required.

Centres can decide the order in which units are delivered, (and therefore assessed) based on learner recruitment patterns, mode of delivery, resource issues and logical progression dictated by topics and unit content and level.

The timing of assessments is best decided by the centre with assessment taking place at the most logical time and after learners have had the opportunity to acquire the skills and knowledge demanded by the unit.

Time is allowed within units for assessment and re-assessment of outcomes. Where learners have not attained the standard necessary to achieve a particular outcome or outcomes, they should have the opportunity to be re-assessed. SQA's advice is that there should normally be one unit re-assessment opportunity, or in exceptional circumstances two. In some cases, learners may be required to resubmit original work which has been revised to take account of earlier weaknesses. In other cases, learners may be required to undertake a new assessment designed to assess the particular outcome(s) in which they were unsuccessful. In all cases, evidence from the original assessment should be used for formative purposes prior to re-assessment.

Centres should follow their standard SQA Quality Assurance Procedures.

6.1 Sequencing/integration of units

All of the units in the NPA must be completed to achieve the award. The units are designed to be stand-alone and could be delivered in this way. However, if the learner is undertaking the full NPA, it is recommended that the units are delivered sequentially as follows:

- ◆ Working with Children and Young People to Provide Play in a Sports Environment.
- ◆ Health, Safety and Wellbeing of Children and Young People in a Sports Environment.
- ◆ Provide Play Sessions in a Sports Environment.

The units are building blocks of learning, and learning from each unit is reinforced throughout the award.

Provide Play Sessions in a Sports Environment is a practical experience unit and it is best delivered alongside or after the delivery of the knowledge-based units. The knowledge gained is integrated into the play sessions delivered to children and/or young people within a sports environment. These play sessions can be delivered within a sports environment within a number of settings such as an education setting, recreation or leisure centre, etcetera. These will need to be approved and agreed between the SQA centre, the learner and the practical work experience setting. Compliance with Health and Safety regulations and Risk Assessment are paramount.

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 subsections 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 NPA Play in a Sports Environment is designed as a progression route to the full range of Sport and Fitness HN Awards or SVQ Playwork at SCQF level 6 awards as well as an articulation route from the Skills for Work Sport and Recreation and Early Learning and Childcare courses.

The awards are designed to allow learners to progress from the units and awards available at SCQF level 5 and if appropriate, enter at SCQF level 6 in order to acquire many underpinning skills and knowledge which will be required within the HN sport and fitness programmes.

It will articulate to Higher level awards in Physical Education and permits learners with a genuine interest for the subject areas, to develop that interest, widen their education and progress to employment within (or indeed outwith) the active leisure and learning industry.

The NPA will articulate also with the range of SVQ qualifications and again will supply many of the skills and some of the basic aspects of the underpinning knowledge required.

6.2.2 Credit transfer

There are at this time no plans for credit transfer as the units are new, designed to fill an educational gap and do not duplicate others at similar levels.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the units comprising this group award. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment

6.4 Support materials

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

6.5 Resource requirements

Centres offering the NPA Play in a Sports Environment should ensure they have suitable resources and play equipment for the delivery of this award. Learners should have access to relevant legislation, workplace policy and procedure documentation and workplace guidelines. Learners must be given the opportunity to provide play sessions for children and/or young people within a sports 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 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).

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).

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

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.

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.

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 NPA Play in a Sports Environment is designed to enable learning and practical opportunities to develop playwork and sports skills for working with children and young people, and improve your skills and knowledge in the Sport and Fitness Industries. It may support progression to the HNC/HND programmes in:

- ◆ Sport Coaching with Sport Development.
- ◆ Fitness Health and Exercise.
- ◆ Sport and Recreation Management.
- ◆ Sports Therapy.
- ◆ Applied Sports Science.
- ◆ Other SQA awards and SVQs are also real possibilities.

The NPA Play in a Sports Environment has three units and you will need to complete all three units to achieve the NPA.

All units will be carried out in a sport or fitness environment and assessments will reflect the practical nature where possible and the knowledge will be that which relates to sport and fitness.

For some of the units, team working will be involved, you will need to play a full part as it will be your own work and contribution which will be assessed.

The units are designed to provide choices towards career pathways and will develop and enhance the knowledge, skills and competencies required by employers and are linked to the National Occupational Standards for each subject area which the unit covers.

Your safety will be a consideration throughout and all learners are expected to play a full part in ensuring their own safety and that of others.

Appendix 1: Core Skill Signposting

Play in a Sports Environment

Working with Children and Young People to Provide Play in a Sports Environment

Communication: Written Communication may be evidenced through the learner producing written work in a variety of formats. Oral Communication may be evidenced through discussion, debate and engagement with other learners, staff (both in the delivering centre and in the workplace where applicable) and other key people.

Problem Solving may be evidenced through the accurate identification, selection and presentation of information from research activities.

Health, Safety and Wellbeing of Children and Young People in a Sports Environment

Communication: Written Communication may be evidenced through the learner producing written work in a variety of formats. Oral Communication may be evidenced through discussion, debate and engagement with other learners, staff (both in the delivering centre and in the workplace where applicable) and other key people.

Information and Communication Technology (ICT) may be evidenced by the learner's ability to undertake research and the presentation of written assignments.

Problem Solving may be evidenced through the accurate identification, selection and presentation of information from research activities.

Working with Others may be evidenced by the learner's ability to interact, communicate and negotiate with those with whom they come into contact, and to work collaboratively with other professionals and individuals, recognition of professional boundaries and professional conduct in practice.

Provide Play Sessions in a Sports Environment

Communication: Written Communication may be evidenced through the learner producing written work in a variety of formats. Oral Communication may be evidenced through discussion, debate and engagement with other learners, staff (both in the delivering centre and in the workplace where applicable) and other key people.

Information and Communication Technology (ICT) may be evidenced by the learner's ability to undertake research and the presentation of written assignments.

Problem Solving may be evidenced through the accurate identification, selection and presentation of information from research activities.

Working with Others may be evidenced by the learner's ability to interact, communicate and negotiate with those with whom they come into contact, and to work collaboratively with other professionals and individuals, recognition of professional boundaries and professional conduct in practice.

Appendix 2: Playwork Glossary

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up-to-date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

The following definitions can be found in the National Occupational Standards (NOS) for Playwork:

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to.

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.

Observation

The purpose of observation in a playwork setting is to observe children and young people's play behaviours and the response of adults to ensure the playwork setting continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Play behaviour

The signs, signals and rituals that tell us that a child or young person is engaged in play.

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Play cycle

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.

Play frames

A material or non-material boundary that keeps the play intact.

Play preferences

What individual children and young people are interested in and choose to play; based on their prior experience.

Play process

The play process is what the child goes through and what they experience and what they feel whilst they are engaged in playing.

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber.

Play returns

The response from the outside world — usually from other children or adults — to the child's play cue.

Play types

Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include: symbolic, rough and tumble, socio-dramatic, social, creative, communication, dramatic, deep, exploratory, fantasy, imaginative, locomotor, mastery, object, recapitulative and role play.