



Higher National Unit specification

General information

Unit title: Support for Play, Learning and Development
(SCQF level 7)

Unit code: H98X 34

Superclass: PQ

Publication date: June 2015

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to enable learners to identify and develop an understanding of how learning frameworks and guidance are used to support children and young people's play, learning and development in childhood practice settings. Learners will explore a range of frameworks and or guidance; will learn about the importance of planning, implementation and evaluation in children and young people's play, learning and development. Learners will explore the use of observation in assessing children and young people's play, learning and development and demonstrate their use of these tools and develop skills for reflective practice.

Outcomes

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

- 1 Explain the provision offered in childhood practice settings that support children and young people's play learning and development.
- 2 Explain how frameworks and guidance can support children and young people's play learning and development in a childhood practice setting.
- 3 Examine and evaluate the use of observational assessment in supporting children and young people's play, learning and development.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

It is recommended that the learner should be able to demonstrate an understanding of the importance of play and learning in the development of children and young people. Evidence could be through the achievement of current NC Units or equivalent which assess knowledge and understanding of children and young people pre-birth to 16 years, or SVQ level 2 Children's Care, Learning and Development or Playwork. It may also be evidenced through experience of working with children and young people.

Core Skills

. Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6

Context for delivery

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

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

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

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

Higher National Unit specification: Statement of standards

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

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

Outcome 1

Explain the provision offered in childhood practice settings that support children and young people's play learning and development.

Knowledge and/or Skills

- ◆ Frameworks and guidance for play, learning and development
- ◆ Underpinning values and principles
- ◆ Relationship to current theory and thinking
- ◆ Legislation, policy and guidance; national and local
- ◆ Quality play and learning environments

Outcome 2

Explain how frameworks and guidance support children and young people's play, learning and development in a childhood practice setting.

Knowledge and/or Skills

- ◆ The role of play
- ◆ Pedagogical approaches
- ◆ Planning, implementing and evaluating play, learning and development
- ◆ Meeting individual needs
- ◆ Reflective practice

Outcome 3

Examine and evaluate the use of observational assessment in supporting children and young people's play, learning and development.

Knowledge and/or Skills

- ◆ Role of the adult
- ◆ Assessing and evaluating play, learning and development through collaborate working practices
- ◆ Observational methods and techniques — including international practice
- ◆ Impact on play, learning and development

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

- ◆ Explain knowledge of the values and principles behind frameworks/guidance for play, learning and development.
- ◆ Explain a knowledge of pedagogical approaches to children's play and learning.
- ◆ Explain knowledge of legislation, policy and guidance that underpin frameworks/guidance for play, learning and development.
- ◆ Evaluate the use of two frameworks/guidance for play, learning and development in childhood practice settings.
- ◆ Provide evidence of planning, implementation and evaluation of play, learning and development opportunities for children and young people.
- ◆ Identify and evaluate the role of play in supporting children and young people's learning and development.
- ◆ Explain the importance of providing for children and young people's individual needs.
- ◆ Explain the use of observation in supporting children and young people's play learning and development.
- ◆ Demonstrate knowledge and practice of a range of observational techniques that support children and young people's development.
- ◆ Critically reflect on your own contribution to the planning, implementation and evaluation of play, learning and development opportunities for children and young people.



Higher National Unit Support Notes

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

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

Guidance on the content and context for this Unit

Frameworks and guidance for play, learning and development include — Pre-birth to three, Curriculum for Excellence, Playwork Values and principles, Nurture programmes, National Play strategy, Building the Ambition, Early Years Framework, Getting it right for Every Child, Child at the Centre, Opportunities for all, Positive Outcomes for Scotland's Children and Families, National Care Standards and other relevant local, national and international frameworks can be explored. This will allow learners to develop an understanding of the importance of providing appropriate quality play, learning and development opportunities for children and young people.

Underpinning values and principles — learners should examine the underpinning values and principles behind the frameworks/ guidance chosen for study. This will include the approach taken to learning and development, the drivers, aspirations and commitments outlined.

Relationship to current thinking — learners should identify relevant current thinking and explore links to the frameworks studied. Developmental theory explored through study of the Lifespan Development: Theoretical Approaches Unit should be explored again here and learners should be aware of how theory underpins the approach taken in providing learning opportunities for children and young people.

Influence of related legislation, policy and guidance — learners should make links to current legislation, policy and guidance; local and national and GIRFEC should be explored in conjunction with relevant Scottish learning frameworks.

Quality play and learning environments — Using framework documentation and placement experience learners will explore the notion of quality provision and how to recognise this. Links to the Leadership starts with me Unit can be made here and should help learners develop an awareness of the quality mechanisms used in practice situations.

The role of play — learners should develop an understanding of the role of play in supporting learning and development for young children. Learners could make links to the Play Unit here.

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Planning, implementing and evaluating play, learning and development in childhood practice settings — Learners should explore and contribute to effective planning for learning and development. Use planning tools and show an understanding of how and why evaluation should take place. This should be undertaken with the 3 mandatory SVQ Units in mind. Learners can undertake a range of experiences that will cover the SVQ Units while planning and contributing to learning experiences for children in a workplace setting.

Learners should learn to take a holistic approach, consider individual needs, listen to the children's voice, provide meaningful consultation with children and parents and develop a person centred approach to practice. Evidence of this should be gathered from the workplace setting while undertaking the 3 mandatory SVQ Units.

Learners should develop an understanding of the principles of reflective practice and the importance of engagement with self and others while contributing to the learning environment. Learners will demonstrate this while gathering evidence for the 3 mandatory SVQ Units.

Learners are expected to explore and demonstrate a sound understanding of the adult role in planning, implementation and assessment of children and their learning experiences and develop an understanding of how this impacts on Outcomes for children.

While engaged in assessing and evaluating children's learning learners should explore collaborative working and the benefits for all parties. Learners should be able to identify and describe engagement and role in this process. Links can be made to the Collaborative working Unit.

Observational methods and techniques — Participative, non- participative, naturalistic, Techniques should include written record, checklist, time/event sample, learning stories, Leuven Scale. Learners should develop their skills in using a variety of observation techniques suitable for the practice situation.

Learners should also develop an understanding of the value of their observational evidence and how this might further impact on play, learning and development. They should consider, linking theory and practice, the quality of the interaction seen, the challenge and enjoyment offered, next steps, breadth and relevance, shared focus, integrated practice approach, collaborative working including parental engagement, a reminder of the learning from the Lifespan Development Unit should be explored again here and learners should be encouraged to demonstrate how theory helps practitioners make sense of how children develop and learn.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

A thematic approach is encouraged to the delivery of the award in which this Unit is sited.

It is expected that there will be integration between this Unit and the mandatory Unit H8WM 34 *Lifespan Development: Theoretical Approaches* and the mandatory SVQ Units. It is recommended that this Unit is started early in the delivery cycle of the full HNC Group Award and continues well into the delivery period to facilitate integration of assessment. Themes from other Units in the award will support learners understanding of how to support Play, learning and development of children and young people. For example learners should have developed a sound understanding of how theory links to practice before completing child observations and evaluating learning.

It is recommended that this Unit is delivered through lecturers, group work, practical classroom activities, and visits by experienced professionals and visits to appropriate childhood practice settings. There are a variety of media resources that can be used to support the delivery of this Unit. Learners should be encouraged to undertake autonomous learning through exploration of how play learning and development can be supported in a practice situation.

It is essential that learners make reference to current curriculum documentation, relevant legislation and policy. Learners should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.

Completion of the Group Award will enable progression to HND Childhood Practice, SVQ level 4 and employment at practitioner level. This will allow the learner to register with Scottish Social Services Council (SSSC).

Guidance on approaches to assessment of this Unit

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

Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education. Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met.

As far as possible learners should be assessed using an integrated assessment. This could take the form of a folio of evidence. Outcome 1 and 2 can be integrated and explained in terms of a particular practice setting or case study. Outcome 3 requires learners to engage in observational practice. They are expected to evaluate and reflect on children's play learning and development. This can take the form of observations of play opportunities that link to a recognised curriculum/guideline. Evaluations of children's play learning and development should feed into a summative assessment opportunity that will support children's future learning.

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Learners should then be encouraged to reflect on the practice seen or explored and all should be linked directly to the mandatory SVQ Units

- ◆ H5LC04 Promote Effective Communication
- ◆ H5LD04 Promote Health, Safety and Security in the Work Setting
- ◆ H5LJ04 Develop your Practice through Reflection and Learning

All work linked to a practice environment should be fully authenticated by a work placement supervisor or employer.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Evidence Requirements for each Outcome.

Opportunities for e-assessment

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

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Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	September 2015

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General information for learners

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

This Unit is designed to enable you to gain an awareness of how to support play learning and development in childhood practice settings. You will gain knowledge and understanding of curriculum/guidance for play, learning and development including some of the following — Pre-birth to three, Curriculum for Excellence, Playwork Values and principles, Nurture programmes, National Play strategy, Building the Ambition, Early Years Framework, Getting it right for Every Child, Child at the Centre, Opportunities for all, Positive Outcomes for Scotland's Children and Families, National Care Standards and other relevant local, national and international frameworks can be explored.

This will allow you to develop an understanding of the importance of providing appropriate quality play, learning and development opportunities for children and young people.

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

- 1 Explain the provision offered in childhood practice settings that support children and young people's play learning and development.
- 2 Explain how frameworks and guidance can support children and young people's play learning and development in a childhood practice setting.
- 3 Examine and evaluate the use of observational assessment in supporting children and young people's play, learning and development.

You will become familiar with relevant terminology that is used to support a range of curriculum/guideline implementation. You will examine the underpinning values and principles behind the frameworks/ guidance chosen for study. You will also be able to explain your understanding of how theory and current thinking links to practice.

You will be encouraged to explore the influence of related legislation, policy and guidance — on children's play learning and development and make links to current legislation, policy and guidance; local and national including GIRFEC. Using curriculum/guideline documentation and placement experience you will explore the notion of quality provision and how to recognise this. Links to the Leadership starts with me Unit can be made here and should help you develop an awareness of the quality mechanisms used in practice situations.

During your placement or workplace experience you should be able to explore and contribute to effective planning for learning and development. Use planning tools and show an understanding of how and why evaluation should take place. You will have the opportunity to learn to take a holistic approach, consider individual needs, listen to the children's voice, provide meaningful consultation with children and parents and develop a person centred approach to practice. This will help you to develop an understanding of the principles of reflective practice and the importance of engagement with self and others while contributing to the learning environment.

Evidence of this should be gathered from the workplace setting while undertaking the 3 mandatory SVQ Units.

General information for learners (cont)

Unit title: Support for Play, Learning and Development
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You will be expected to explore and demonstrate a sound understanding of the adult role in planning, implementation and assessment of children and their learning experiences and develop an understanding of how this impacts on Outcomes for children.

You will be given to opportunity to engage in assessing and evaluating children's learning and should explore collaborative working and the benefits for all parties. You should be able to identify and describe engagement and your role in this process.

You will explore and carry out a range of observational methods and techniques — Participative, non-participative, naturalistic, Techniques will include written record, checklist, time/event sample, learning stories, Leuven Scale.

You will be expected to develop an understanding of the value of your observational evidence and how this might further impact on play, learning and development. You will consider the links between theory and practice, the quality of the interaction seen, the challenge and enjoyment offered, next steps, breadth and relevance, shared focus, integrated practice approach, collaborative working including parental engagement, you will be able to draw on your learning from the H8WM 34 *Lifespan Development: Theoretical Approaches* Unit here and demonstrate how theory helps practitioners make sense of how children develop and learn.