

National Unit Specification: general information

UNIT Play in Practice (Intermediate 2)

CODE DM42 11

COURSE

SUMMARY

This Unit requires candidates to demonstrate the skills necessary to support children's play experiences within an early education and childcare setting. Whilst working under supervision with children within the age range 0-12 years, candidates should demonstrate the ability to contribute to the planning, implementation and evaluation of a range of play experiences. Candidates should be able to describe what benefits the child derives from play and demonstrate an understanding of the role of the adult in supporting children's play.

This Unit is suitable for candidates undertaking a course of study in Early Education and Childcare at Intermediate 2 level who wish to have a work placement. They may wish to progress on to further early education and childcare qualifications which may lead to employment in the early education and childcare sector. To complete this Unit, candidates are required to have a work placement in an early education and childcare setting and must be supervised by someone eligible for registration with the Scottish Social Services Council at practitioner level. Scottish Executive advice on Disclosure Scotland and Local Authority guidelines should also be adhered to.

OUTCOMES

1. Working under supervision, describe a range of play experiences within an early education and childcare setting.
2. Working under supervision, contribute to the planning of a range of play experiences to support the care, learning and development of children aged 0-12 years.
3. Working under supervision in an early education and childcare setting, contribute to the implementation of play experiences for children aged 0-12 years.
4. Working under supervision in an early education and childcare setting, contribute to the evaluation of play experiences for children aged 0-12 years.

Administrative Information

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National Unit Specification: general information (cont)

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from having knowledge and understanding of the basic principles of child development and play. They should be working towards or have completed the Unit DM41 11 *Play in Early Education and Childcare* (Intermediate 2). They would also benefit from having attained one of the following or equivalent:

- ◆ Unit DM41 10 *Play in Early Education and Childcare* (Intermediate 1)
- ◆ A Course or Unit in Care at Intermediate 1.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in 'Guidance on learning and Teaching Approaches' for this Unit.

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 the Scottish Qualifications Authority.

OUTCOME 1

Working under supervision, describe a range of play experiences within an early education and childcare setting.

Performance Criteria

- a) Describe two play experiences observed in a work placement.
- b) Describe the role of the adult in supporting these play experiences.
- c) Describe the benefits to children of these play experiences.
- d) In consultation with members of the team, negotiate own role in supporting play experiences within an early education and childcare setting.

OUTCOME 2

Working under supervision, contribute to the planning of a range of play experiences to support the care, learning and development of children aged 0-12 years.

Performance Criteria

- a) Describe how the planned play experiences will meet the care, learning and development needs of the child.
- b) With others, discuss the role of the adult in the planned play experiences.
- c) With others, discuss own contribution to the planned play experiences.
- d) With others, plan appropriate resources for the play experiences.
- e) With others, discuss the health and safety considerations of the planned play experiences.

OUTCOME 3

Working under supervision in an early education and childcare setting, contribute to the implementation of play experiences for children aged 0-12 years.

Performance Criteria

- a) Assist in the preparation of resources required to implement planned play experiences.
- b) Assist with the setting up of planned play experiences.
- c) Participate in play experiences.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Working under supervision in an early education and childcare setting, contribute to the evaluation of play experiences for children aged 0-12 years.

Performance Criteria

- a) With others, participate in the evaluation of the planned play experiences.
- b) With others, evaluate own contribution to the planning and implementation of play experiences.
- c) With others, use the evaluation to indicate what changes might be made in planning further play experiences.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of the mandatory content for this Unit can be found in the Appendix to the Statement of Standards at the end of this Unit.

Written and/or oral evidence is required to demonstrate that the candidate has achieved all the Outcomes and Performance Criteria.

Candidates will be assessed by means of a folio of evidence based on the candidate's experience within an early education and childcare setting. Where possible the evidence should be gathered from one placement.

The folio will contain:

- A description of two play experiences that have been observed in an early education and childcare setting, with a description of the role of the adult in supporting these play experiences and their benefits to children.
- A record of the candidate's involvement in the negotiation of their role in supporting play experiences.
- Two plans of play experiences:
 - a plan for **one** type of play experience for **one** of the specified age groups in the age range 0-12 years, as specified in the Appendix to the Statement of Standards
 - a plan for a **different** type of play experience for the same or different age group within the age range 0-12 years, as specified in the Appendix to the Statement of Standards

National Unit Specification: statement of standards (cont)

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- A record of the candidate's involvement in the planning and implementation of two planned play experiences
- An evaluation of the two play experiences in terms of:
 - How effective the planning process was in meeting the care, learning and developmental needs of the children
 - How effective the implementation of the play experiences were
 - How effective own contribution to planning and implementing the play experiences was including strengths and areas for improvement
 - What changes would be made in further planning.

- Record of Personal Involvement:

The Record of Personal Involvement should be signed and dated by the appropriate person, eg placement supervisor, as verification of actual practice and the assessment decision made by the assessor. The Record of Personal Involvement should provide evidence of the candidate's contribution to the planning, implementation and evaluation of play experiences whilst working under supervision. These Records of Personal Involvement should be updated throughout the placement.

The standard to be applied, cut-off score and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Prior to undertaking this Unit, centres must ensure that the work placement staff understand their role and the role of the candidate. The Unit is designed to allow the candidate to develop his/her observation and planning skills within an early education and childcare setting. The candidate will be expected to work closely with the placement supervisor throughout the process. He/she will be encouraged to discuss their involvement in the planning of play experiences and then, working under supervision, to support the practitioner in the preparation, implementation and evaluation of different play experiences.

Outcome 1

In order to achieve this Outcome, candidates must be given time within the placement to observe children experiencing the play experiences provided and the adults supporting the children. Centres will need to give guidance to the candidate to help them understand what they are looking for.

The candidate must describe two different play experiences that they have observed in their work placement. The description should demonstrate that the candidate knows and understands the type of play experience that has been provided and the resources that have been made available to the children. The candidate should also describe how the play experience benefits the children. This could include the key concepts being covered, eg a water tray may have objects and materials available to help the children understand the concept of floating and sinking. Candidates are not expected to provide the benefits for each aspect of development. A description of the role of the adult in supporting the play experience should also be provided. Examples could include:

- asking questions to help the child understand key concepts
- developing language
- extending the child's skills and knowledge
- observing and not disturbing the play
- intervening to help the children resolve conflicts
- playing alongside the children in order to demonstrate a skill

A record of the observation should be provided for the folio by the candidate.

Outcome 2

Candidates should participate in the planning of the play experiences being provided in the early education and childcare setting. Candidates should be able to describe how the planned play experience will benefit the children's care, learning and developmental needs.

National Unit Specification: support notes (cont)

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The candidate must also be able to discuss the role of the adult and be clear on their own contribution to the play experience. Their own role could include:

- ◆ providing and/or preparing materials and resources before the children are involved in the play experience and maintaining appropriate levels of materials/resources throughout the day
- ◆ observing the children during the play experience and being prepared to discuss what was observed with other team members
- ◆ supporting the children's care, learning and development during the play experience
- ◆ ensuring the health and safety of the children before, during and after the play experience

Working with the practitioner, the candidate should help to identify the human, physical and material resources required for the play experience. The candidate should then be given responsibility for gathering together some or all of the resources required within appropriate timescales.

Throughout the planning process the candidate should be able to identify health and safety issues relating to the play experience and respond accordingly, eg the candidate may have been asked to lay out appropriate scissors for three dimensional modelling in the nursery.

The planning process should be recorded by the candidate. A template which gives prompts may be provided or the format used in the NAB may be used by the candidate in order to record their experience.

Outcome 3

As the candidate is working under supervision, he/she would not be expected to prepare the play experience entirely on their own. However candidates should be responsible for carrying out the tasks that have been allocated to them during the planning process. They should assist the practitioner in the preparation of the resources and help to set up the play experience taking account of health and safety issues.

The candidate will be expected to participate appropriately in the play experience. This could include:

- observing the children during the play experience from a number of different perspectives including the interaction between children during the experience, health and safety issues, how the play is benefiting the child/children
- participating in the play experience, eg asking the children questions, helping them to develop a skill, taking on an imaginative role if invited to do so by the children, eg in the home area of a nursery

National Unit Specification: support notes

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The candidate is expected to observe and record the planned play experience. A template for this process may be provided which provides prompts or the format used in the NAB may be used by the candidate in order to record their experience. Candidates are expected to observe the children in an informed way. They should begin to relate what they are seeing to their knowledge of child development. They may also be able to suggest ways the play experience could be extended in order to reinforce or enhance the development of the child/children. Opportunities must be made available to the candidates to develop their observation skills through the use of day to day experiences, video/DVD materials and work placement.

Outcome 4

When candidates evaluate the planned play experience they must do so from three different perspectives:

- the benefit of the play experience to the child
- their own contribution to the planning and implementation process
- how this will inform their future planning

The candidate should be able to discuss the planned play experience with the practitioner in an informed way. Ideally they should be given the opportunity to prepare their own evaluation before discussing it with the practitioner by considering issues such as:

- What did they feel about the resources provided?
- Was there sufficient space?
- Were there difficulties with the positioning of the play experience?
- Did the children benefit from it?
- Were there organisational issues, eg too many children wanting to participate at the same time?
- How effective was their contribution before, during and after the planned play experience?

A prompt sheet could be provided which challenges the candidate to think through a range of issues. Having completed this preparation the candidate will then be able to contribute confidently with others into the evaluation of the planned play experience.

The candidate should be able to make suggestions of further experiences which will meet the care, learning and development needs of the children.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where possible this Unit should be delivered alongside the Unit *Play in Early Education and Childcare* (Intermediate 2) as this provides candidates with the knowledge requirements for this Unit. The two Units can be delivered together to support the process of continuous development.

It is important to emphasise that this Unit involves the demonstration of practical competences and the application of knowledge and understanding in the work setting. For this, regular tutorial meetings with candidates which explore aspects of workplace practice and which support candidates in the process of self evaluation and recording of evidence (such as observations) will be essential. A combination of tutorial support and placement supervision would facilitate candidates' progress through the Unit. A named workplace supervisor should monitor candidate progress in partnership with tutor(s). It is also essential that delivering centres meet with supervisors on an ongoing basis to aid understanding and establish candidate progress.

Written materials in the form of structured log books, task/project sheets and evaluation records and questions or reports on progress, could also be used to ensure effective progress throughout the Unit. Centres should continue to offer placement experiences to candidates according to the principles of best practice and in an appropriate setting. Where possible candidates should have experience working with children from two of the following age ranges 0-3; 3-5; 5-8; 8-12. Placements could be offered to candidates across the early education and childcare sector, including the local authority, private and voluntary sectors. Candidates should have enough time in placement to ensure that all learning outcomes and performance criteria are met. Candidates may be able to complete the Unit in a placement that only provides part day provision, eg playgroup, after school club.

This Unit can be delivered in a flexible manner, ie as distance learning although measures must be taken by the Centre to ensure the validity of the candidate's practice.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is suggested there should be a single assessment folio for this Unit which the candidate builds during practical placement in an early education and childcare setting. Where applicable the assessment for the Unit should be integrated with the assessment for the Unit *Child Development and Health: An introduction (Workplace Experience)* Intermediate 2. This will allow candidates to see the holistic nature of early education and childcare play provision. The assessment of the Unit should be on-going and should allow the candidate the opportunity to develop, as well as demonstrate, the skills required to meet the Outcomes and Performance Criteria of the Unit.

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centres wishes to design its own assessments for the Unit, they should be of a comparable standard.

National Unit Specification: support notes (cont)

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CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document

Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (SQA, 2004).

National Unit Specification: Appendix to the Statement of Standards

UNIT Play in Practice (Intermediate 2)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit

The age range birth-12 years should be divided into the following developmental/childhood stages:

- ◆ 0-3 years
- ◆ 3–5 years
- ◆ 5-8 years
- ◆ 8-12 years

Play types and play experiences

Symbolic play

- ◆ Play with toys
- ◆ Junk modelling
- ◆ Role play
- ◆ Imaginative play
- ◆ Dance and drama

Books and play which supports language enrichment

- ◆ Reading stories
- ◆ Sharing stories and making up stories
- ◆ Making books with children
- ◆ Imaginative play
- ◆ Role play
- ◆ Puppets
- ◆ Story boards
- ◆ Drama
- ◆ Songs with actions
- ◆ Poetry and rhymes
- ◆ Traditional stories

Creative play

- ◆ Musical activities
- ◆ Crafts
- ◆ Construction
- ◆ Drawing, painting, etc
- ◆ Clay, dough, sculpting, etc
- ◆ Movement and dance
- ◆ Imaginative play and drama
- ◆ Junk modelling
- ◆ Sewing, weaving tie-dyeing, t-shirt painting and textiles

National Unit Specification: Appendix to the Statement of Standards (cont)

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Discovery play

- ◆ Sensory play
- ◆ Exploratory play
- ◆ Water play
- ◆ Sand play
- ◆ Play using natural materials
- ◆ Environmental activities
- ◆ '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)

Vigorous play

- ◆ Running, jumping, racing, chasing
- ◆ Group games
- ◆ Parachute games
- ◆ Dance
- ◆ Bikes, scooters, tricycles, go-karts, roller blades, skateboards, etc
- ◆ Play with equipment – climbing frames, swings, slides, tunnels, etc
- ◆ Outdoor activities
- ◆ Adventure play
- ◆ Circus skills
- ◆ Earth balls, egg balls, etc
- ◆ Soft play or bouncy castles, etc.

Play with Technology

- ◆ Using real tools
- ◆ Cooking, baking
- ◆ Working with wood and tools
- ◆ Scientific play
- ◆ Taking things apart – clocks, radios, etc
- ◆ Using computers
- ◆ Using the internet
- ◆ Audio/visual activities, i.e. making films, taking photographs, etc
- ◆ Using CAD/games software

Games

- ◆ Physical games
- ◆ Group games
- ◆ Ball games
- ◆ Team games
- ◆ Board games
- ◆ Dance and singing games
- ◆ Traditional games
- ◆ Sports